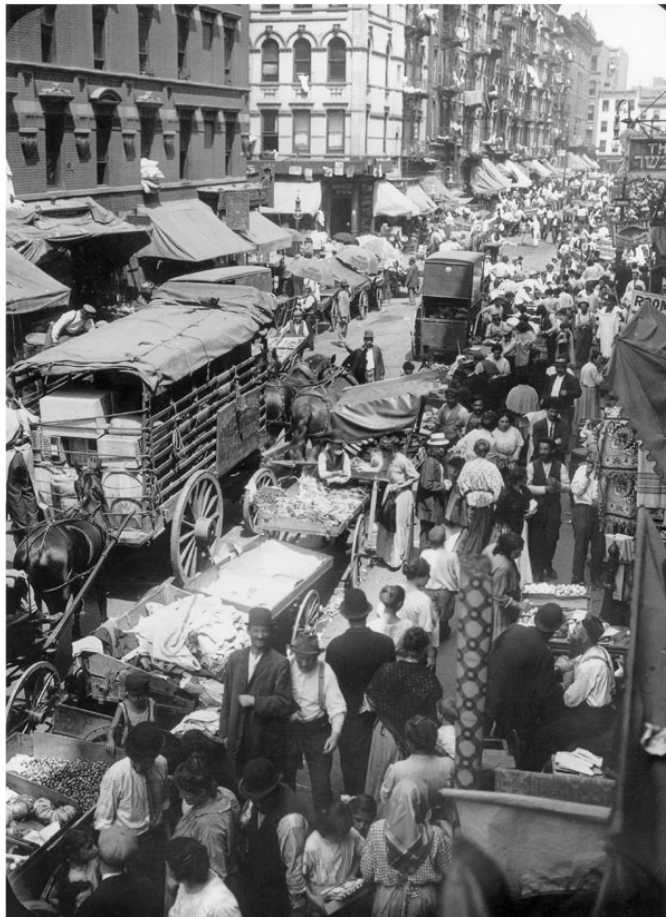


Growth and Expansion

Grade 4: Unit 5



Hester Street, New York City 1903



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Professional Development
Department of Social Studies

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Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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I.

The Planning Framework

Growth and Expansion

Red Star Line

Inspection Card X 691 - 720
(Immigrants and Stevedores, Passengers) Current No. 29

Name of ship, LELAND
from Antwerp, 9 NOV 1912
Name of Immigrant, Lincoln M. M. M. M.
Last residence, _____
Inspected and passed at Antwerp _____

Passed at quarantine, port of _____
Passed by Immigration Bureau, _____
U. S. port of _____
(Date) _____ (Date) _____

L. BRES
MEDECIN PRINCIPAL
00208

COMMISSION D'INSPECTION
DES EMMIGRANTS
(The following to be filled in by ship's surgeon or agent prior to or after embarkation.)

Ship's list or manifest, _____ No. on ship's list or manifest, _____

Berth N°	Steamship Inspection	1 st day	2	3	4	5	6	7	8	9	10	11	12	13	14	to be passed by ship's surgeon at daily inspection

Ellis Island Inspection Card, 1912

HOW THIS UNIT WAS DEVELOPED

- This unit is the fifth unit of the Grade 4 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **Growth and Expansion** is “*What was the effect of industrial growth and increased immigration on New York?*”

Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the impact of immigration. Therefore, one of the focus questions is, “How have immigrants contributed to American culture?”

- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Various types of assessments are included to meet the needs of all learners.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.

- A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community -based organizations is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

TEACHER BACKGROUND

GROWTH AND EXPANSION

“Independence is happiness.” –Susan B. Anthony

During the early 19th Century New York experienced explosive growth. By 1810 New York had the largest population in the nation and was among the leading cities in manufacturing, transportation, and trade. People began referring to New York by a new nickname: “the Empire State.” The name comes from a quotation by George Washington, who called New York State “the seat of empire.”

The Transportation Revolution of the 1800s was a major factor in New York’s rapid rise. In 1807 Robert Fulton successfully tested his steamboat *Clermont* on the Hudson River. New York’s Governor, Dewitt Clinton, supported the building of a canal that would connect Buffalo, on Lake Erie, with Albany, on the Hudson River. The 363-mile Erie Canal was completed in 1825, greatly lowering the cost of transporting goods from the Midwest to the East. Cities along the canal boomed, and New York City became the busiest port in the country. By 1850 a growing network of railroads replaced canals in importance. As canals had done earlier, railroads lowered the cost of moving large quantities of goods between New York and other parts of the country. Cities in New York State became major manufacturing centers as the Industrial Revolution changed life in the United States. By 1860, nearly half of the nation’s clothing was being manufactured in New York City.

While New York State grew economically, African-Americans and women still sought to enjoy the full freedom and protection provided by the Constitution. In 1799, New York passed a law calling for the gradual abolition of slavery in the state. Many New Yorkers, both black and white, were active in the movement to abolish slavery everywhere in the United States. Abolitionist Frederick Douglass moved to Rochester, New York, where he began publishing the *North Star*, an abolitionist newspaper. Harriet Tubman, who escorted hundreds of slaves to freedom on the Underground Railroad, also moved to New York. Several important Underground Railroad routes passed through New York and continued into Canada. Slavery was ended for all in New York State in 1827. Despite being free, African-Americans were still denied many rights in New York State by law or in practice. African-American men had the right to vote but had to meet a \$250 property requirement, a requirement not necessary for white men.

Women were also denied some of the rights guaranteed to white men in the United States Constitution. New Yorker Elizabeth Cady Stanton organized the nation’s first women’s rights convention, which was held in Seneca Falls, New York, in 1848. The Seneca Falls Convention launched the women’s rights movement. Stanton, along with Susan B. Anthony and other New York activists helped lead a national campaign for women’s property rights and voting rights. Stanton presented the *Declaration of Sentiments and Resolutions* which called for equality in law, education, and employment for women. This pivotal meeting in July 1848 paved the way for the women’s suffrage movement. Susan B. Anthony was a public advocate who was active in anti-slavery, temperance, and women’s rights movements. She gave speeches throughout the United States and Europe raising awareness about women’s issues and women’s rights.

The rapid growth of American industry attracted millions of immigrants to the United States in the mid-1800s. Economic and political troubles in Germany and a devastating potato famine in Ireland contributed to this large wave of immigration. Most of these immigrants entered the United States at the port of New York City. Many then used the Erie Canal or New York railroads to travel west in search of farmland or factory jobs. Many also settled in New York City. In fact, New York City was not only the nation's largest city – it was also home to the nation's largest population of immigrants.

Prior to the Civil War, some New Yorkers had economic and political ties to the South, and a large part of New York City's economy relied on the port there and its shipments of southern cotton to Europe. There was therefore some support for the South in the city. This changed with the firing on Fort Sumter. New Yorkers immediately answered Lincoln's call for troops, and a large pro-Union rally was held at Union Square in New York City. Eventually the state would send more troops, more supplies, and more food than any other state in the nation, north or south. New York sent 500,000 soldiers to the Civil War, and more than 4,000 of these were African Americans. Its soldiers also suffered more casualties than any other state. New York factories contributed to the Union victory by producing war supplies. The Union's best-known ironclad warship, the USS *Monitor*, was built in a Brooklyn shipyard.

Although no Civil War battles were fought in New York, the war did bring violent conflict to the state. In July 1863 a massive riot broke out in New York City. The direct cause of the riot was the federal government's plan to draft soldiers into the Union army. The plan allowed wealthy citizens to avoid the draft by paying \$300 to buy a substitute. In 1863 \$300 was a huge amount of money, so this meant that only the wealthiest would be exempt from the draft. Many recent Irish immigrants could not afford the \$300 to buy a substitute and thought the free African Americans would take the jobs that immigrants wanted if they went to war. During the public announcement of draftees, people began to violently attack government offices and African American workers and businesses. In five days of rioting, more than 100 people were killed and at least \$1 million in damages were incurred.

After the Civil War ended, there was a large migration of people to New York from the South and rural areas. Many freed slaves moved north in hopes of a better future and new waves of immigrants began to arrive from Europe.

From the 1870s to the 1920s, more than 20 million immigrants arrived in this country. These immigrants became known as “new immigrants,” to distinguish them from the “old immigrants” who had arrived in the mid-1800s. The new immigrants came largely from Italy, Austria-Hungary, Poland, Russia, and other parts of Eastern and Southern Europe. About 2 million Jews, escaping persecution, were part of this massive wave of immigration. Several hundred thousand French Canadians also came, often settling in northern New York and New England. For many of these immigrants, the first stop was the Ellis Island immigration station, which opened in 1892.

Arriving with little money, many immigrants crowded into poor urban neighborhoods throughout New York. Buffalo's Italian and Polish communities grew rapidly. New York City's Lower East Side was home to a variety of ethnic neighborhoods. Nearby Chinatown provided a haven for Chinese immigrants, who often faced discrimination in the United States. Unhealthy living conditions in many urban neighborhoods presented a major

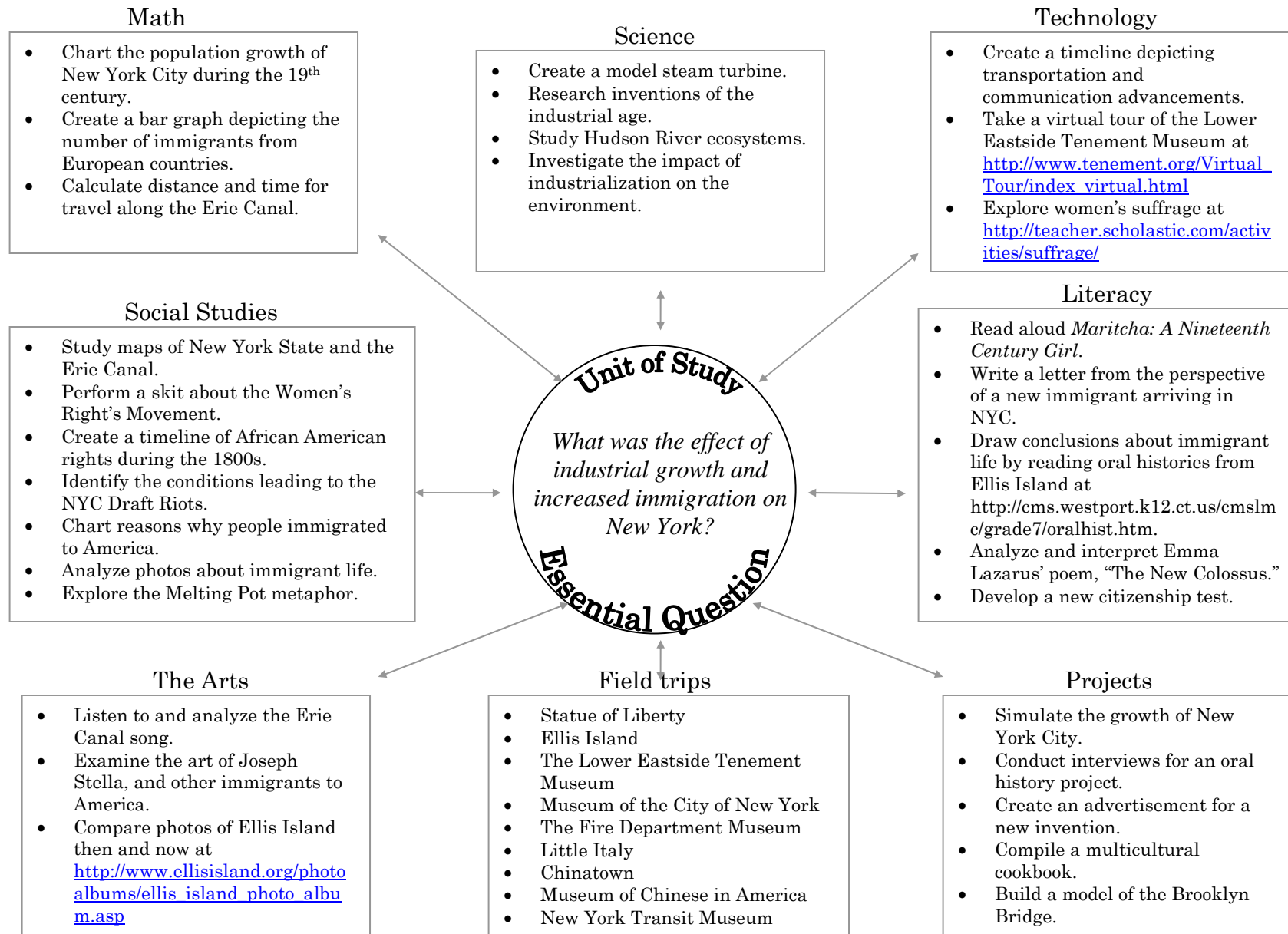
challenge. Overcrowding, poor sanitation, disease, and crime were all common in areas like New York City's Lower East Side where many new immigrant groups lived in crowded tenements with unsafe conditions. New building codes and a public health law were enacted, a professional fire department, and modern water and sewage systems helped ease these challenges.

By 1900, New York City was home to more than 3 million people, making it twice as big as the next-largest American city, Chicago. As the city grew, new types of construction helped improve city life. Skyscrapers made efficient use of crowded city streets. The Flatiron building, opened in 1902, was one of the city's first skyscrapers. Another development that changed city life was the opening of the New York City subway in 1904. Subway lines eased crowding in lower Manhattan neighborhoods by allowing families to live farther away from their jobs.

Immigrants began the process of Americanization – adjusting to the language, economy, government, and traditions of the United States. While adapting to American life, immigrants also influenced their new country with their own cultures and traditions. The process of change that takes place when one culture comes into contact with another is known as acculturation. The United States became known as the “Melting Pot” where people of different cultures, races and religions combined to develop a multi-ethnic society.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your students' individual needs.

BRAINSTORM WEB



ESSENTIAL QUESTION

What was the effect of industrial growth and increased immigration on New York?

Content/Academic Vocabulary (sample)

canal	lock	tow-path	locomotive	industry	sentiments	emancipate	population
abolition	draft	immigrant	emigrant	famine	visa	screen	exclusion

Focus Questions

- How did New York emerge as an economic power?
- How did technological advancements change New Yorkers?
- What was New York State's pivotal role in advancing the idea of equal representation?
- What was the immigrant experience?
- What was the effect of immigration on the growth of New York City?
- How have immigrants contributed to American culture?

**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

Understand the significance of the Erie Canal in NYS history.
Examine NYS' role in advancing the idea of equal representation.
Understand the causes and effects of immigration.
Value the impact of the immigrants on American culture.
Identify how New York City's infrastructure changed in the early 1900s.

Research the obstacles immigrants encountered traveling to the United States and when they arrived at a processing station
Conduct an interview of an immigrant
Design and create an immigrant survival guide
Select and use appropriate sources to answer questions
Credit sources by citing author and title

SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	What was the effect of industrial growth and increased immigration on New York?	FOCUS: Case study of immigration/migration in New York City -“The Melting Pot” metaphor -reasons for immigration to New York	<i>Launching the Unit</i> <i>Academic Vocabulary Activity</i>
2.	How did New York emerge as an economic power?	Industrialization and New York: Emergence of New York as an economic power	<i>The Growth of New York Activity</i> Identify factors that influenced the growth of New York City.
3.	How did New York emerge as an economic power?	Improvements and inventions in transportation and communication -The development of steamboat, telegraph	<i>Fulton’s Steamboat</i> sample lesson <ul style="list-style-type: none"> Analyze a letter from Robert Fulton to a friend. Create an advertisement for the steamboat. Write a letter in response to Fulton’s letter. Consult <i>Industrial Growth in New York</i> , http://pbskids.org/bigapplehistory/early/topi_c17.html http://www.socialstudiesforkids.com/funfacts/robertfulton.htm
4.	How did New York emerge as an economic power?	The Erie Canal joins the Hudson River and Lake Erie -Provides transportation route to New York State and the West -Lower shipping costs Effect of geography on industrialization	<i>Erie Canal</i> sample lesson <ul style="list-style-type: none"> Explore the Erie Canal’s impact through an analysis of a song and maps. Consult <i>The Erie Canal, Expansion of America: The Erie Canal, We the People: The Erie Canal</i> http://www.epodunk.com/routes/erie-canal/index.html#

5.	How did technological advancements change the way New Yorkers lived?	Industrialization and New York: Emergence of New York as an economic power	Lights out! Create an A-Z list of what life would be like in New York without electricity. <ul style="list-style-type: none"> Discuss the role of technology in the growth of New York.
6.	What was New York State's pivotal role in advancing the idea of equal representation?	Changes in New York: -Gradual Emancipation Laws	<i>Gradual Emancipation</i> sample lesson <ul style="list-style-type: none"> Analyze sources about the end of slavery in New York. Consult http://www.slaveryinnewyork.org/index.html
7.	What was New York State's pivotal role in advancing the idea of equal representation?	Changes in New York: -Gradual Emancipation Laws	Abolitionist Movement <ul style="list-style-type: none"> Explore primary sources relating to the Abolitionist Movement, noting sources that relate to New York State. Discuss reasons that slavery lasted as long as it did in the United States, and what conditions were present to allow it to end. Consult http://www.loc.gov/exhibits/african/afam005.html http://pbskids.org/bigapplehistory/business/topic4.html

8.	What was New York State's pivotal role in advancing the idea of equal representation?	-Seneca Falls and the suffrage movement	<p><i>Declaration of Sentiments</i> sample lesson</p> <ul style="list-style-type: none"> • Guided reading of the Declaration of Sentiments. • Create a poster on the Seneca Falls Convention. <p>Consult <i>If You Lived When Women Won their Rights</i> http://www.pbs.org/stantonanthony/ http://www2.scholastic.com/browse/article.jsp?id=4932</p>
9.	What was New York State's pivotal role in advancing the idea of equal representation?	-Seneca Falls and the suffrage movement	<p><i>Suffrage</i> sample lesson</p> <ul style="list-style-type: none"> • Perform a skit on women's suffrage. <p>Consult <i>If You Lived When Women Won their Rights</i> http://teacher.scholastic.com/activities/suffrage/</p>
10	What was New York State's pivotal role in advancing the idea of equal representation?	<p>-Role of New York City and New York State during the Civil War</p> <p>-The Draft Riots</p> <p>-Migration of freed slaves following the Civil War</p>	<p><i>The Draft Riots</i> sample lesson</p> <ul style="list-style-type: none"> • Examine primary sources from the Draft Riots. • Draw inferences about what took place. • Sequence events. <p>Consult <i>The Home Front in the North</i> and http://nydivided.org/PDF/Unit3_Final.pdf</p>
11	What was New York State's pivotal role in advancing the idea of equal representation?	<p>-Role of New York City and New York State during the Civil War</p> <p>-The Draft Riots</p>	<p>Maritcha Rémond Lyons</p> <p>Read aloud <i>Maritcha: A Nineteen Century American Girl</i> by Tanya Bolden</p> <ul style="list-style-type: none"> • Compare the book's description of the Draft Riots with the events identified in the previous lesson <p>Consult http://nydivided.org/PDF/Unit3_Final.pdf</p>

12	What was the effect of immigration on the growth of New York City?	FOCUS: Case study of immigration/migration in New York City -reasons for immigration to New York	Case Study: <i>Immigration and New York City</i> sample lesson <ul style="list-style-type: none"> Introduce why immigrants might want to come to America and settle in New York City. Identify possible routes and methods of travel Consult <i>When Jessie Came Across the Sea</i> and <i>Immigrant Children in New York City</i>
13	What was the immigrant experience?	FOCUS: Case study of immigration/migration in New York City -reasons for immigration to New York	Case Study: <i>Coming to America</i> sample lesson <ul style="list-style-type: none"> Participate in a read-aloud of <i>Coming to America</i>. Create and illustrate an immigration timeline.
14	What was the immigrant experience?	FOCUS: Case study of immigration/migration in New York City -reasons for immigration to New York -The Great Irish Potato Famine	Case Study: <i>The Potato Famine</i> sample lesson <ul style="list-style-type: none"> Interpret primary sources to gain an understanding of the impact of the Potato Famine on Ireland and America. Identify the challenges Irish immigrants faced in America. Consult <i>The Irish Potato Famine</i>
15	What was the immigrant experience?	FOCUS: Case study of immigration/migration in New York City -reasons for immigration to New York	Case Study: <i>Hope For a Better Life</i> sample lesson <ul style="list-style-type: none"> Identify political, religious and economic reasons for immigration
16	What was the immigrant experience?	FOCUS: Case study of immigration/migration in New York City -reasons for immigration to New York	Case Study: continue <i>Hope For a Better Life</i> sample lesson

17	What was the immigrant experience?	FOCUS: Case study of immigration/migration in New York City -reasons for immigration to New York	Case Study: Leaving Home <ul style="list-style-type: none"> Read aloud <i>An Ellis Island Christmas</i> Infer what it was like to be a child leaving your home. Predict what Kryisia's life will be like in America. Consult <i>Charlotte in New York</i>
18	What was the immigrant experience?	FOCUS: Case study of immigration/migration in New York City -immigrant experiences during travel, Ellis Island, life in America)	Case Study: Creating an Immigrant's Packing List sample lesson Identify with the immigrant experience by making decisions regarding the items to bring to America
19	What was the immigrant experience?	FOCUS: Case study of immigration/migration in New York City -immigrant experiences in New York (during travel, Ellis Island, life in America)	Case Study: Coming Over sample lesson <ul style="list-style-type: none"> Shared reading to understand the conditions during travel to America Visualize life for steerage passengers Consult <i>Immigrant Kids</i>
20	What was the effect of immigration on the growth of New York City?	FOCUS: Case study of immigration/migration in New York City -immigrant experiences in New York (during travel, Ellis Island, life in America)	Case Study: The New Colossus sample lesson <ul style="list-style-type: none"> Analyze Emma Lazarus's poem, "The New Colossus." Identify important American symbols. Design a new symbol for immigration. Consult <i>Journey to Ellis Island</i> and <i>Ellis Island</i>
21	What was the immigrant experience?	FOCUS: Case study of immigration/migration in New York City -immigrant experiences in New York (during travel, Ellis Island, life in America)	Case Study: Ellis Island - Arrival in a New Land sample <ul style="list-style-type: none"> Explore photos of Ellis Island Create a list of questions an immigration officer should ask. Consult <i>Ellis Island: New Hope in a New</i>

			<i>Land, Journey to Ellis Island. Places in American History: Ellis Island,</i> http://www.ellisland.org/photoalbums/ellis_island_photo_album.asp , http://www.loc.gov/rr/print/list/070_immi.html
22	What was the effect of immigration on the growth of New York City?	<p>FOCUS: Case study of immigration/ migration in New York City Effects of immigration/ migration on New York City growth</p> <ul style="list-style-type: none"> -Development of new buildings -Mass transportation -Building codes -Public health laws -Modern sewer and water systems -Professional fire department <p>Social impact of immigration/ migration (labor movement and child labor)</p> <p>New York City neighborhoods as ethnic enclaves</p>	<p>Case Study: <i>The Lower East Side</i> sample lesson</p> <ul style="list-style-type: none"> • Complete a graphic organizer about life on the Lower East Side. <p>Consult <i>Life on the Lower East Side, Tenement Stories, Charlotte in New York</i> http://memory.loc.gov/learn/features/immig/alt/polish6.html http://www.tenement.org/research.html</p>
23	What was the effect of immigration on the growth of New York City?	<p>FOCUS: Case study of immigration/ migration in New York City</p> <ul style="list-style-type: none"> -immigrant experiences in New York (during travel, Ellis Island, life in America) -contributions of immigrants (culture, recreation, food, language, skills) <p>Effects of immigration/ migration on New York City growth</p> <ul style="list-style-type: none"> -Development of new buildings 	<p>Case Study: <i>The Brooklyn Bridge</i> sample lesson</p> <ul style="list-style-type: none"> • Create a visitor's guide to the Brooklyn Bridge. • Examine the role of immigrants in the construction of the Brooklyn Bridge <p>Consult <i>The Brooklyn Bridge</i> http://www.pbs.org/kenburns/brooklynbridge/timeline/ http://www.pbs.org/wgbh/buildingbig/wonder/structure/brooklyn.html</p>

24	What was the effect of immigration on the growth of New York City?	FOCUS: Case study of immigration/migration in New York City -reasons for immigration to New York -better living conditions -The Great Irish Potato Famine -land acquisition -financial gain -forced migration -war, politics, religion etc. -immigrant experiences in New York (during travel, Ellis Island, life in America)	Case Study: <i>An Oral History</i> sample lesson <ul style="list-style-type: none"> Listen to oral histories Compare and contrast immigration today with immigration of 100 years ago Consult <i>Coming to America: A Muslim Family's Story, Ellis Island, Ellis Island: New Hope in a New Land, Journey to Ellis Island, Life on the Lower East Side</i>
25	What was the effect of immigration on the growth of New York City?	FOCUS: Case study of immigration/migration in New York City -reasons for immigration to New York -better living conditions -The Great Irish Potato Famine -immigrant experiences in New York	Case Study: continue <i>An Oral History</i> sample lesson <ul style="list-style-type: none"> Create and ask questions for compiling your family's history.
26	What was the effect of immigration on the growth of New York City?	FOCUS: Case study of immigration/migration in New York City -reasons for immigration to New York -better living conditions -The Great Irish Potato Famine -immigrant experiences in New York	Case Study: continue <i>An Oral History</i> sample lesson <ul style="list-style-type: none"> Create poems, stories or posters based on students' family histories
27	What was the effect of immigration on the growth of New York City?	-“The Melting Pot” metaphor	<i>The Melting Pot?</i> sample lesson <ul style="list-style-type: none"> Discuss the concept of America as a melting pot or a mosaic. Create a collage reflecting America as a melting pot or a mosaic. Consult <i>Coming to America: The Story of Immigration.</i>

28	How have immigrants contributed to American culture?	-contributions of immigrants (culture, recreation, food, language, skills)	<p><i>Famous Immigrants</i> sample lesson</p> <ul style="list-style-type: none"> Create a Wall of Fame for immigrants to America. <p>Consult http://immigrationupdate.wordpress.com/famous-american-immigrants/</p>
29	How have immigrants contributed to American culture?	-contributions of immigrants (culture, recreation, food, language, skills)	<p><i>What do we speak in America?</i> sample lesson</p> <ul style="list-style-type: none"> Play a game exploring how the English language has been influenced by other languages. Discuss the role of language in immigration. <p>Consult http://artsedge.kennedy-center.org/content/2316/2316_culturedreams_words.pdf</p>
30	How have immigrants contributed to American culture?	-contributions of immigrants (culture, recreation, food, language, skills)	<p><i>Citizenship Test</i> sample lesson</p> <ul style="list-style-type: none"> Explore the variety of food that is commonly eaten in America. Compile an illustrated multicultural cookbook.
31	What was the effect of industrial growth and increased immigration on New York?	-contributions of immigrants (culture, recreation, food, language, skills)	<p>Compile and discuss the unit project:</p> <ul style="list-style-type: none"> <i>Multicultural Cookbook</i> or <i>Welcome to New York! Guide or</i> <i>Design a Postage Stamp</i> <p><i>Putting It All Together</i> discussion</p>

LEARNING AND PERFORMANCE STANDARDS CORRELATED
TO: GROWTH AND EXPANSION

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p>History of the United States and New York State</p> <p>Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.</p> <p>World History</p> <p>Key idea 2.2: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>	<p>1.1a: Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>1.1c: Explain those values, practices and traditions that unite all Americans.</p> <p>1.2b: Recognize how traditions and practices were passed from one generation to the next.</p> <p>1.2c: Distinguish between near and distant past and interpret simple timelines.</p> <p>1.3a: Gather and organize information about the important accomplishments of individuals and groups, including Native Americans, living in their neighborhoods and communities.</p> <p>1.4a: Consider different interpretations of key events and/or issues in history and understand the differences in these accounts.</p> <p>2.2d: Compare important events and accomplishments from different time periods in world history.</p>

Geography

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information

Economics

Key Idea 4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Civics, Citizenship and Government

Key Idea 5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Key Idea 5.2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due-process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

3.1c: Locate places within the local community, state and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians.

3.1e: Identify and compare the physical, human, and cultural characteristics of different regions and people.

3.2a: Analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data.

4.1a: Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

4.1d: study how the availability and distribution of resources is important to a nation's economic growth

5.1a: Know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice.

5.2a: Explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for the democratic values in the United States.

5.2b: Understand the basic civil values that are the foundation of American constitutional democracy.

Sample list of strategies that Social Studies and ELA have in common.***Check all that apply and add new strategies below***

- ☐ Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, oral and written presentations.
- ☐ Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- ☐ Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- ☐ Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- ☐ Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- ☐ Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- ☐ Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- ☐ Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- ☐ Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- ☐ Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- ☐ Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

Add your own strategies:

NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study							
K	School and School Community		Self and Others		Families		The Neighborhood	
First	Families are Important		Families, Now and Long Ago		Families in Communities		The Community	
Second	Our Community's Geography		New York City Over Time		Urban, Suburban and Rural Communities		Rights, Rules and Responsibilities	
Third	Introduction to World Geography and World Communities				Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>			
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods		The New Nation	Growth and Expansion	Local and State Government	
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States		Latin America		Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East		Africa		Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution		A New Nation		America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation		The United States between Wars		The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions		Expanding Zones of Exchange and Encounter		Global Interactions (1200-1650)		The First Global Age (1450-1770)	
Tenth	An Age of Revolution (1750-1914)		Crisis and Achievement Including World Wars (1900-1945)		The 20th Century Since 1945		Global Connections and Interactions	
Eleventh	Forming a Union	Civil War and Reconstruction		Industrialization, Urbanization and the Progressive Movement		Prosperity and Depression: At Home and Abroad (1917-1940)		Triumphs and Challenges in American Democracy (1950-present)
Twelfth	Economics and Economic Decision Making				Participation in Government			

II.

Principles Guiding the Development of this Unit

Red Star Line

Inspection Card
(For the use of the Immigration Service)

Current No. **X 691 - 720**
29

Name of ship, **from Antwerp,**
Name of Immigrant, **Lina Augusta Madsen**
Last residence, _____
Inspected and passed at Antwerp _____

9 NOV. 1912

Passed at quarantine, port of _____
Passed by Immigration Bureau, _____
U. S. port of _____
(Date) _____ (Date) _____

L. B. REES
MÉDECIN PRINCIPAL
00208
COMMISSION D'INSPECTION
DES ÉMIGRANTS

(The following to be filled in by ship's surgeon or agent prior to or after embarkation.)

Ship's list or manifest, _____ No. on ship's list or manifest, _____

Berth No.	1st day	2	3	4	5	6	7	8	9	10	11	12	13	14	to be passed by ship's surgeon at daily inspection

Ellis Island Inspection Card, 1912

PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

Quality social studies instruction must:

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

Teacher’s Role

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

Scaffold the Learning

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

Students’ Role

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Assessment

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

SOCIAL STUDIES SKILLS

Comprehension Skills

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

Research and Writing Skills

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

Interpersonal and Group Relation Skills

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

Map and Globe Skills

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

Graph and Image

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

Analysis Skills

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

To understand a primary source, we need to consider the creator of the document, the era in which it was created and for what purpose.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano
& Debra Pickering *Building Academic Vocabulary*

SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

Use Bloom's Taxonomy. From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

Use "academic" vocabulary. An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

Be aware of what SS texts demand of the reader. It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

Anticipate the main idea. Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

Make connections. Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

Preview vocabulary. Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

Focus on questions. The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

During Reading

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

Encourage a critical lens. Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

Identify the author's style. Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

Look for the Five W's. When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

Note comparisons/contrasts. Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

Recognize cause-effect arguments. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

Interpret sequence wisely. Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

Post-Reading Review

Post-reading strategies help students review and synthesize what they've read:

Graphic organizers. Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

Paraphrase. After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

Time order and importance. When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

True or false? Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, “according to the author.”

Key issues. After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

Making meaning. Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that, “teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning.”

Adapted from Reading Skills in the Social Studies, www.learningenrichment.org/reading.html

DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why do different versions of events exist and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” from NCSS.

READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg's work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	Novices . . .
Seek to <i>discover context and know content</i> .	Seek only to <i>know content</i> .
Ask what the text <i>does</i> (purpose).	Ask what the text <i>says</i> ("facts").
Understand the <i>subtexts</i> of the writer's language.	Understand the <i>literal meanings</i> of the writer's language.
See any text as a <i>construction</i> of a vision of the world.	See texts as a <i>description</i> of the world.
See texts as <i>made by persons with a view of events</i> .	See texts as <i>accounts of what really happened</i> .
Consider <i>textbooks less trustworthy</i> than other kinds of documents.	Consider <i>textbooks very trustworthy</i> sources.
Assume <i>bias</i> in texts.	Assume <i>neutrality, objectivity</i> in texts.
Consider <i>word choice</i> (connotation, denotation) and <i>tone</i> .	<i>Ignore word choice and tone</i> .
Read slowly, <i>simulating a social exchange between two readers</i> , "actual" and "mock."	Read to <i>gather lots of information</i> .
<i>Resurrect</i> texts, like a magician.	<i>Process</i> texts, like a computer.

Compare texts to judge different, perhaps divergent accounts of the same event or topic.	Learn the “right answer.”
Get <i>interested</i> in contradictions, ambiguity.	Resolve or ignore contradictions, ambiguity.
Check <i>sources</i> of document.	Read the <i>document</i> only.
Read like <i>witnesses to living, evolving events</i> .	Read like <i>seekers of solid facts</i> .
Read like <i>lawyers making a case</i> .	Read like <i>jurors listening to a case someone made</i> .
Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers and concessions.	Communicate “ <i>the truth</i> ” of the reading, sounding as certain as possible.
<p>Source: From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: http://home.earthlink.net/~judylightfoot/Wineburg.html. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question. (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

Adapted from: Social Studies Department/ San Antonio Independent School District

INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

Heidi Hayes Jacobs	<i>Interdisciplinary Design & Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i>
Robin Fogarty	<i>How to Integrate Curricula: The Mindful School</i>
David B. Ackerman	<i>Intellectual & Practical Criteria for Successful Curriculum Integration</i>
Davis N. Perkins	<i>Knowledge by Design</i>
Grant Wiggins & Jay McTighe	<i>Understanding by Design</i>
Carol Ann Tomlinson and Jay McTighe	<i>Integrating Differentiated Instruction & Understanding by Design</i>
Harvey Daniels & Steven Zemelman	<i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i>
Stephanie Harvey	<i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i>

III.

Teaching Strategies

Red Star Line

Inspection Card X 691 - 720
Current No. 29

(Immigrants and Stevedores' Passengers)

Name of ship, from Antwerp, 9 NOV. 1912

Name of Immigrant, *Lunarska, Nadzhe*

Last residence, _____

Inspected and passed at Antwerp _____

Passed at quarantine, port of _____

Passed by Immigration Bureau, _____

U. S. port of _____

(Date) _____ (Date) _____

L. BRES
MÉDECIN PRINCIPAL
00208
COMMISSION D'INSPECTION
DES ÉMIGRANTS

(The following to be filled in by ship's surgeon or agent prior to or after embarkation.)

Ship's list or manifest, _____ No. on ship's list or manifest, _____

Berth No.	1st day	2	3	4	5	6	7	8	9	10	11	12	13	14	To be passed by ship's surgeon at daily inspection

Ellis Island Inspection Card, 1912

SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in “case studies,” deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study on immigration to New York City will lead to deeper contextual understanding of how America was transformed physically and culturally by immigration.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes”, while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

Type of Organizational Pattern	Signal Words	Questions Suggested by the Pattern
Chronological Sequence: organizes events in time sequence.	after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when	<ul style="list-style-type: none"> - What sequence of events is being described? - What are the major incidents that occur? - How is this text pattern revealed in the text?
Comparison and Contrast: organizes information about two or more topics according to their similarities and differences.	although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet	<ul style="list-style-type: none"> - What items are being compared? - What is it about the item that is being compared? What characteristics of the items form the basis of comparison? - What characteristics do they have in common; how are these items alike? - In what ways are these items different? - What conclusion does the author reach about the degree of similarity or difference between the items? - How did the author reveal this pattern?

<p>Concept/ Definition: organizes information about a generalized idea and then presents its characteristics or attributes.</p>	<p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p>	<ul style="list-style-type: none"> - What concept is being defined? - What are its attributes or characteristics? - How does it work, or what does it do? - What examples are given for each of the attributes or characteristics? - How is this pattern revealed in the text?
<p>Description: organizes facts that describe the characteristics of a specific person, place, thing or event.</p>	<p>above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under</p>	<ul style="list-style-type: none"> - What specific person, place, thing, or event is being described? - What are its most important attributes or characteristics? - Would the description change if the order of the attributes were changed? - Why is this description important?
<p>Episode: organizes a large body of information about specific events.</p>	<p>a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when</p>	<ul style="list-style-type: none"> - What event is being described or explained? - What is the setting where the event occurs? - Who are the major figures or characters that play a part in this event? - What are the specific incidents or events that occur? In what order do they happen? - What caused this event? - What effects has this event had on the people involved? - What effects has this event had on society in general?

<p>Generalization/ Principle: organizes information into general statements with supporting examples.</p>	<p>additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically</p>	<ul style="list-style-type: none"> - What generalizations is the author making or what principle is being explained? - What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle? - Do these details appear in a logical order? - Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?
<p>Process/ Cause and Effect: organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.</p>	<p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/ led to, may be due to, next, so that, steps involved, therefore, thus, when...then</p>	<ul style="list-style-type: none"> - What process or subject is being explained? - What are the specific steps in the process, or what specific causal events occur? - What is the product or end result of the process; or what is outcome of the causal events?

ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

Why is student discussion valuable?

Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

DBQ DOCUMENTS

Informational Graphics are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

Maps and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

Tables show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

Graphs, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

Timelines show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps. To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

Posters and Advertisements

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5th Grade and June of the 8th Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools”. They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> • exit projects • student-made maps and models • student-made artifacts • mock debates • class museums and exhibitions • student peer evaluation • student-made books • I-movies; photo-essays • graphic timelines • creating songs and plays • writing historical fiction and/or diary entries • creating maps and dioramas • student-created walking tours • tables, charts and/or diagrams that represent data • student-made PowerPoints, webquests • monologues 	<ul style="list-style-type: none"> • higher level analytical thinking activities • portfolios of student work • student criteria setting and self-evaluation • teacher observations • checklists and rubrics • conferences with individuals or groups • group discussions • anecdotal records • teacher-made tests • student presentations • role play and simulations • completed “trips sheets” • reflective journal entries • student writing (narrative procedures, etc.) • video and/or audio tapes of student work • student work

MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

Intelligence	Learning preferences
Verbal-Linguistic “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
Logical- Mathematical “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
Body-Kinesthetic “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.
Visual-Spatial “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
Naturalistic “nature smart”	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
Musical-Rhythmic “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
Interpersonal “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
Intrapersonal “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences

BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
A. Factual Knowledge B. Conceptual Knowledge C. Procedural Knowledge D. Metacognitive Knowledge	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> Recognize (identify) Recall (retrieve) 	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> Interpret (clarify, paraphrase, represent, translate) Exemplify (illustrate, give examples) Classify (categorize, subsume) Summarize (abstract, generalize) Infer (conclude, extrapolate, interpolate, predict) Compare (contrast, map, match) Explain (construct models) 	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> Execute (carry out) Implement (use) 	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> Differentiate (discriminate, distinguish, focus, select) Organize (find coherence, integrate, outline, parse, structure) Attribute (deconstruct) 	Make judgments based on criteria and standards <ul style="list-style-type: none"> Check (coordinate, detect, monitor, test) Critique (judge) 	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> Generate (hypothesize) Plan (design) Produce (construct)

MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.

IV.

Sample Lessons, Materials and Resources

Red Star Line
Inspection Card
(For Adults and Minorage Passengers)
 X 691 - 720
 Current No. 29

Name of ship, from Antwerp, 9 NOV. 1912
 Name of Immigrant, Lina Admaka Mische
 Last residence, _____
 Inspected and passed at Antwerp, _____
 Passed at quarantine, port of _____
 Passed by Immigration Bureau, _____
 U. S. port of _____
 (Date) _____ (Date) _____

L. BRES
 MEDECIN PRINCIPAL
 00208
 COMMISSION D'INSPECTION
 DES EMMIGRANTS
 (The following to be filled in by ship's surgeon or agent prior to or after embarkation.)

Ship's list or manifest, _____ No. on ship's list or manifest, _____

Berth No.	1st day	2	3	4	5	6	7	8	9	10	11	12	13	14	to be passed by ship's surgeon daily inspection

Ellis Island Inspection Card, 1912

TRADE BOOK TEXT SETS

What are they?

Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

search through texts for answers, they will get a sense of the content and structure of each book.

Book Browse: Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

Word Splash: Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

Text Sets as the Core of Mini-lessons

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

Formative Assessment

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

Dynamic Collections

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

GROWTH AND EXPANSION

ENGAGING THE STUDENT/ LAUNCHING THE UNIT

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students - giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective. Choose from “Taking On A Character”, “Where Are We From” or an Immigration Learning Center to engage your students in the unit.

TAKING ON A “CHARACTER”

This activity allows students to select immigrant characters from the descriptions below. Some of the names are real and some are creative inventions. Both you and your students will have fun researching more names and occupations of other characters to add to the list. Place papers with character descriptions into a box and have students select a character. As they move through the unit to learn about Immigration, students will connect personally to the information being studied as they will view events through the “eyes” of their character.

Character Descriptions
(these can be made into cards):

Your name is Kathleen. You are 16 and the year is 1846. You live in Skibberdeen Ireland with your large family. It is December and your entire town is in the midst of a calamity.	Your name is Marcus Eli Ravage. You live in a small town, Vaslui, Romania. You hear many stories from visitors, and they are all good. You think that all people who get to America will be rich. It is 1900.
It is 1882. You are the youngest child of Russian Jewish ancestry. Your village is in the Ukraine. Laws are making it very difficult for your family. Your name is Jacob.	Your name is Rosa Canello. You are from Naples, Italy. It is 1880 and your entire family is planning to go to America.

Your name is Leslie Anderson and your father is a doctor. It is 1878 and your small family emigrates from London, England.	Your name is Samuel Adler. You are the oldest in a very large family of German Jews. Your entire family decides to leave in 1890.
You are Pauline Newman, from Lithuania. Your family wants to emigrate. It is 1890.	Resources: <ul style="list-style-type: none"> • <i>The Irish Famine</i> by Tony Allan • <i>Point of Impact</i> by Heinemann • <i>Shutting out the Sky: Life in the Tenements of NY 1880-1924</i> by Deborah Hopkinson

WHERE ARE WE FROM?

Place each student's name at the top of a world map. Use yarn to connect students' names to their countries of origin. Do this for all the children in your class to illustrate the class' cultural diversity.

LEARNING CENTER ACTIVITY CARDS

Use the information below to help get you started on creating **Activity Cards** for an **Immigration Learning Center**. Use 5 x 7 index cards. You can laminate the cards so they will weather student handling.

Card # 1: Comparing Ellis Island to Angel Island

In the same way that Ellis Island was considered the gateway to the eastern coast of the United States, Angel Island was known as the gateway to the west. Some even called it the Ellis Island of the west. Angel Island has a similar history as Ellis Island, in that its name was changed many times during its history and it was originally inhabited by Native Americans.

Angel Island is located in San Francisco's North Bay, near the infamous island of Alcatraz.

How many Asian immigrants passed through Angel Island? Make a chart with corresponding dates

Tell how Ellis Island and Angel Island are alike and/or different.



Research the history of Immigration Laws in the U.S. and explain. Make a timeline. Why do you think these laws were passed?

Read about the poetry found on the walls of Angel Island. Write your own poem as a response.

Card # 2: Immigrant Interviews

Find out about the interview questions that immigrants were asked upon arrival at Ellis Island?

Why did U.S. officials ask these particular questions? What does it reveal about the attitudes toward immigrants?

What kinds of people did the U.S. want to keep out? Why? Do you think this was just? Explain.

Develop a better/fairer list of questions for immigrants

**Card # 3: Symbols**

- Read the book Liberty by Allan Drummond
- Write a summary on a postcard to someone in your class.
- What do you think is the most important fact about the statue of liberty
- Can you design a new symbol for U.S. immigration?



Card #4 Ships

- Find out about the technology of ships during 2 specific waves or eras of immigration.
(Sailing ships vs. Steamships)
- Compare and contrast the length of the voyage to America, costs, conditions Etc.
- If you were a ship owner and wanted to improve conditions of the journey, what would you have done?
(Be true to the time period)



EXPLORING ACADEMIC VOCABULARY

Word analysis: morphology

Prefix, Suffix, Root/Base: This strategy in morphology focuses on analyzing the parts of a word. This works with both content specific words and academic words. The idea here is to break the word apart into smaller, more recognizable pieces. This works well with multi-syllable words that can be dissected.

1. Display the word *migrate* on the board and have students use the books in the text set to find three words that have been formed from this word (immigrate, immigrant, immigration).
2. Have students tell you what prefix and what suffixes have been added to create the new words (im, -ant; im, -tion).
3. Explain that the suffixes *-ant* and *-tion* change the verb *migrate* to a noun and change the meaning of the word. Adding *-ant*, for example, makes a word that means "one who migrates."

<p>Root word - migrate</p> <p>1. To move from one country or place to another.</p> <p>2. To change location by moving seasonally from one region to another.</p> <p>Similar words: move, transfer, relocate, travel</p>	<p><u>immigrate</u></p> <p>To move to and settle in a country where you weren't born.</p>
<p><u>migrant</u></p> <p>1. One who migrates</p> <p>2. A worker who travels from place to place to find work.</p> <p>Similar words: itinerant, day laborer</p>	<p><u>immigrant</u></p> <p>A person who leaves one country to settle permanently in another.</p>
<p><u>migration</u></p> <p>When someone or something moves from one place to another.</p>	<p><u>immigration</u></p> <p>When people move to another country intending to live there.</p>

The Growth of New York Activity

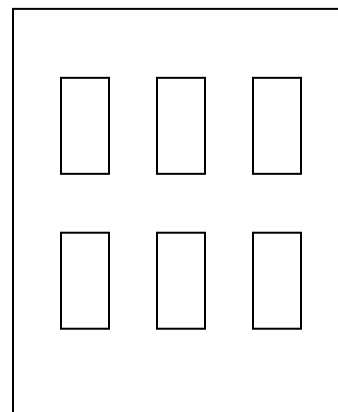
This activity is designed to simulate the conditions which allowed New York City's infrastructure to grow. A small group of students begins assembling construction paper buildings with limited supplies. Gradually more students contribute and additional materials are introduced. The increasing number of students represents the increasing population in NYC and the additional materials represent technology advancements. The teacher leads the students through the activity and helps them understand what the components represent at the conclusion of the simulation.

Introduction:

Teacher explains, "Today we are going to do a little experiment and it requires cooperation from every student. For the first part, hold your thoughts and do not talk. Please save your questions or ideas until I say that it is OK to talk. Then in the second part, we will all have time to discuss what we have seen."

Materials:

- 24 sheets of 8^{1/2} x 11 inch yellow construction paper
- 6 large sheets of black construction paper
- 6 large sheets of blue construction paper
- 6 large sheets of red construction paper
- 6 large sheets of green construction paper
- 8 pair of scissors
- 6 bottles of Elmer's glue



Procedure:

1. The teacher finds an open area or pushes the tables and chairs aside. The class forms a circle and sits (either on the floor or in chairs).
2. The teacher chooses 4 students and puts them in the middle. The teacher tells them that they are going to begin constructing a city. They have to make buildings *according to the plan* and they *can only use the materials provided*. Each building is a sheet of large black construction paper and the boxes where the windows are to be placed are marked. The windows must fit exactly in the marked areas. The students are then given several additional sheets of 8^{1/2} x 11 inch yellow construction paper to make the windows.
3. The teacher instructs the rest of the class not to call out or make comments, but to watch in silence. The rest of the class then sits and watches to see how they do.
4. The teacher waits a few minutes and then she calls 2 more students to enter the circle and she hands them 6 pair of scissors. She instructs the rest of the class to continue to watch in silence.
5. She waits a few more minutes. Then she chooses 2 more children to enter the circle and hands them 3 bottles of glue and the large red construction paper for more buildings with the window boxes marked. Again, the rest of the class watches in silence.
6. A few minutes later, she chooses 2 more students to enter with the large blue construction paper for buildings with the window boxes marked and 3 more bottles of glue to assist with the construction.

7. After several more minutes, she sends 2 more students in with the large green construction paper for buildings with the window boxes marked and 2 more pair of scissors.
8. After a few more minutes, the teacher instructs all of the children to stop working, to arrange the completed buildings in the middle of the circle, to collect the scissors, glue, and extra paper, and to go back to their seats around the circle.

Share/Closure:

The class examines the center of the circle to observe the progress that was made. The teacher facilitates the discussion with the following guiding questions:

- “How did the first four students do in the beginning?” “What affected their ability to construct buildings?”
- “What happened when the next 2 students entered?” “What changed?” “What stayed the same?”
- “What happened when the next 2 students entered?” “What changed?” etc.
- “What happened in the end when the last 2 students entered?”
- “What made the city grow?”

Teacher then says “Great! That is similar to what happened to New York City back in the 1800’s. The invention of new technologies and the arrival of many new immigrants made New York City grow by leaps and bounds.”

- “In our experiment, what did the scissors and glue represent?” (tools, technology, inventions)
- “Who did the students entering the circle represent?” (immigrants, slaves)
- “What do you think the different colored paper represents?” (different cultures, diversity)

FULTON'S STEAMBOAT

Unit of Study/Theme: Growth and Expansion

Focus Question: How did New York emerge as an economic power?

The Teaching Point:

- Students will explore primary and secondary source documents to draw conclusions about the role of the steamboat in the growth of New York.

Why/Purpose/Connection: This lesson examines how improvements in transportation technology benefited New York economically. The 200th anniversary of Fulton's successful steamboat voyage and establishment of steam commerce is part of New York's 400th Celebration during 2009.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *Industrial Growth in New York*
- Websites
 - <http://pbskids.org/bigapplehistory/early/topic17.html>
 - <http://www.hrmm.org/steamboats/fulton.html>
- Background Information
- Letter from Robert Fulton

Model/Demonstration:

- Teacher motivates students by asking: "What is the longest trip you have ever taken? How did you get there? Is there another way you could have traveled more quickly?" Brainstorm different methods of transportation, past and present.
- Teacher then asks students how transportation has changed in the past 200 years. Draw a timeline spanning from 1800 to the present and note student contributions in the appropriate decades.
- Teacher asks students to think about the role transportation has in the economy as they explore transportation technology in the 1800s.

Guided Practice:

- Teacher leads students in a shared reading of Robert Fulton's accounts of the Clermont's first voyage.
- Teacher asks students:
 - What was the advantage of steam boating over sail navigation?
 - What feelings are described?
 - According to Fulton, how would the steam boat help New York's economy?
- Discuss with the class what a broadside is and how businesses use broadsides to advertise their goods and services.
- Have students analyze the sample of a broadside found on p. 20 at:
http://www.emsc.nysed.gov/ciai/chf/pdf/elementary_robert_fultons_clermont.pdf.

Students should consider:

- Is all of the text the same size?
- Is all of the text bold?
- Is all of the text in the same font?

- Is the text spaced out or close together?
- Why does the broadside include a picture?

Independent Exploration:

- Students will design a broadside/brochure to promote steamboat travel in the early 1800s, using the History of Steamboats, websites, and titles from the text set.
- Student-created broadsides might include:
 - Name of business and/or boat
 - Address
 - Schedule of departing and arriving
 - Prices
 - Pictures
 - Hours of operation
 - Payment (barter?)
 - Slogan
 - Discounts for bulk purchases
 - Competition – Why is your business better?

Share/Closure: Teacher elicits from the students how the invention of the steamboat helped New York State. Selected students share their chosen activity with the class.

Differentiation:

- Extra Support: have students use a graphic organizer to list facts about transportation in the past and today.
- Challenge: In addition, have students use the graphic organizer to write sentences comparing and contrasting transportation in the past with transportation today.

Assessment:

- Teacher evaluates advertisements and letters for accuracy and creativity.
- Teacher assesses student discussion about the steamboat's impact on New York State.

Next Steps: Students construct a model of a steam turbine.

http://www.thirteen.org/edonline/ntti/resources/lessons/h_hudson_river/c.html

Portions of this lesson are adapted from: NYSED's Champlain, Hudson, Fulton online resources at http://www.emsc.nysed.gov/ciai/chf/pdf/elementary_robert_fultons_clermont.pdf

Fulton's Own Account of His First Trip to Albany

On August 17, 1807, the *Clermont* made its memorable first voyage up the Hudson. Fulton's feelings are set down in a letter to an unknown friend.

FIRST LETTER 1807

I arrived this afternoon at four o'clock in the steamboat from Albany. As the success of my experiment gives me great hopes that such boats may be rendered of great importance to my country to prevent erroneous opinions and give some satisfaction to my friends of useful improvements, you will have the goodness to publish the following statement of facts:

I left New York on Monday at one o'clock and arrived at Clermont, the seat of Chancellor Livingston, at one o'clock on Tuesday: time, twenty-four hours; distance, one hundred and ten miles. On Wednesday I departed from the Chancellor's at nine in the morning, and arrived at Albany at five in the afternoon: distance, forty miles; time, eight hours. The sum is one hundred and fifty miles in thirtytwo hours, equal to near five miles an hour.

On Thursday, at nine o'clock in the morning, I left Albany, and arrived at the Chancellor's at six in the evening. I started from thence at seven, and arrived at New York at four in the afternoontime, thirty hours; space run through, one hundred and fifty miles, equal to five miles an hour. Throughout my whole way, both going and returning, the wind was ahead. No advantage could be derived from my sails. The whole has therefore been performed by the power of the steam-engine.

SECOND LETTER

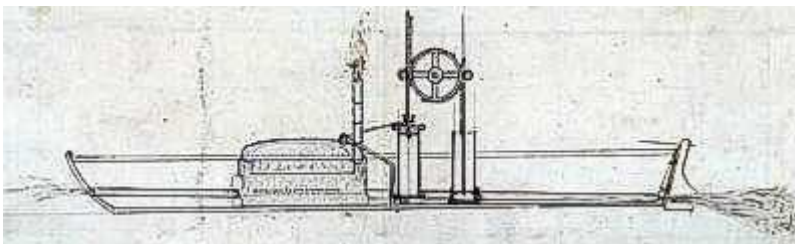
My steamboat voyage to Albany and back has turned out rather more favorably than I had calculated. The distance from New York to Albany is one hundred and fifty miles. I ran it up in thirty-two hours, and down in thirty. I had a light breeze against me the whole way, both going and coming; and the voyage has been performed wholly by the power of the steam-engine. I overtook many sloops and schooners beating to windward, and parted with them.

The power of propelling boats by steam is now fully proved. Turning I left New York there were not perhaps thirty persons in the city who believed that the boat would ever move one mile an hour or be of the least utility; and, while we were putting off from the wharf, which was crowded with spectators, I heard a number of sarcastic remarks. This is the way in which ignorant men compliment what they call philosophers and projectors.

Having employed much time, money, and zeal in accomplishing this work, it gives me, as it will you, great pleasure to see it answer my expectations. It will give a cheap and quick conveyance to the merchandise on the Mississippi, Missouri, and other great rivers, which are now laying open their treasures to the enterprise of our countrymen; and, altho the prospect of personal emolument has been some inducement to me, yet I feel infinitely more pleasure in reflecting on the immense advantage my country will derive.

The History of Steamboats

John Fitch and Robert Fulton



John Fitch - Design Sketch ca. 1787

The idea of using steam power to propel boats occurred to inventors soon after James Watt invented the steam engine in 1769. The era of the steamboat began in America in 1787 when John Fitch (1743-1798) made the first successful trial of a forty-five-foot steamboat on the Delaware River on August 22, 1787.

John Fitch constructed four different steamboats between 1785 and 1796 that successfully traveled rivers and lakes and demonstrated how steam could be used for water locomotion. His models used various combinations of propulsive force, including paddles (patterned after Indian war canoes), paddle wheels, and screw propellers. While his boats were mechanically successful, Fitch failed to pay enough attention to construction and operating costs and he couldn't justify the economic benefits of steam navigation.

Then came American inventor, Robert Fulton, who successfully built and operated a submarine (in France) in 1801, before turning his talents to the steamboat. Robert Fulton was credited with turning the steamboat into a commercial success. On August 17, 1807, Robert Fulton's Clermont went from New York City to Albany making history with a 150-mile trip taking 32 hours at an average speed of about 5 miles-per-hour.

During the next few decades, steamboat travel increased dramatically. The boats transported cargoes of crops, and passengers. Throughout the east, steamboats contributed greatly to the economy by transporting agricultural and industrial supplies.

Steam propulsion and railroads developed separately, but it was not until railroads adopted the technology of steam that they began to flourish. By the 1870s, railroads had begun to replace steamboats as the major transporter of both goods and passengers.

Abridged from: <http://inventors.about.com/library/inventors/blsteamship.htm>

THE ERIE CANAL

Unit of Study/Theme: Growth and Expansion

Focus Question: How did New York emerge as an economic power?

The Teaching Point:

- Students will analyze the significance of the Erie Canal through song.
- Students will draw conclusions about the Erie Canal through an analysis of maps of New York State.

Why/Purpose/Connection: This lesson demonstrates the role of the Erie Canal in the growth of New York State as an industrial power.

Materials/Resources/Readings:

- New York State Map
- New York State Rivers map
- Map of New York State with the Erie Canal
- Titles from the trade book text set
 - *The Erie Canal*
 - *The Amazing Impossible Erie Canal*
 - *Expansion of America: The Erie Canal*
 - *We the People: The Erie Canal*
- Websites
 - <http://www.epodunk.com/routes/erie-canal/index.html#>
 - <http://www.nycanal.com/nycanalhistory.html>

Model/Demonstration:

- Teacher motivates students by asking them to think of important events that have been commemorated through song. Teacher explains that songs were often written about significant people or events in history. Teacher asks students to identify songs about important events. (*Note: you may refer to the Star-Spangled Banner*)
- After a brief student share, teacher and students read the “Erie Canal Song.” If any student is familiar with the song, they may sing along. (*Note: the song is available at <http://www.epodunk.com/routes/erie-canal/index.html#>; Bruce Springsteen’s version is also widely available on the web.*)
- Teacher asks students why they think this song was written.
- Teacher asks students what places are mentioned in the Erie Canal song. Teacher directs students to find these places on the New York State map.
- Teacher explains that students will explore the impact of the Erie Canal on New York State using maps.

Guided Practice:

- Using *The Erie Canal* by Linda Thompson, the teacher reads “The Barriers of Geography” aloud to the class. When the teacher finishes page 12, ask the students to trace the route that the early American travelers took to reach

Lake Erie on the New York State Rivers map. Continue reading the chapter. Guiding questions include:

- “How many miles per hour can you walk?”
 - “How fast do you think a sailboat can travel?”
 - “How fast do you think men could pole their boats?”
- The teacher distributes the Erie Canal map. The students trace the direct water route from New York City to Lake Erie using the new series of canals. Ask the students to compare the two maps (NYS Rivers and Erie Canal) and discuss the advantages of travel and transportation using the Erie Canal.

Independent Exploration:

- The teacher refers students to pages 6 & 7 in *The Amazing Impossible Erie Canal* by Cheryl Harness. Students should seek answers to the following questions while they work with a partner to read and analyze the diagram and captions:
 - “Who were some of the designers or engineers of the canal?”
 - “What were some of the jobs involved in building the Erie Canal?”
 - “How did the engineers solve the problem that some areas of land and water were high and some areas were low?”

Share/Closure: Teacher facilitates a discussion on the impact of the Erie Canal.

- Guiding questions include:
 - Why were cities and highways built along the canal route?
 - How did the Erie Canal affect the western parts of NYS?
 - How did the building of the Erie Canal help the growth of NYC?
 - Why isn’t the Erie Canal as important today?
- Students should complete the response sheet drawing conclusions about the Erie Canal’s importance in NYS history.

Differentiation:

- Challenge: Have students research what the Erie Canal is used for today.

Assessment:

- Teacher circulates among student groups assessing accountable talk.
- Teacher assesses Erie Canal response sheet.

Next Steps:

- Students listen to other songs about the Erie Canal at <http://www.epodunk.com/routes/erie-canal/index.html#>
- Students research the role of Irish immigrants in the digging of the canal.

New York State Map



New York State Rivers and Lakes



New York State Canals





Name: _____

Date: _____

Please use facts and details from today's lesson to answer the following question:

Why was the Erie Canal an important part of
New York and U.S. history?

GRADUAL EMANCIPATION

Unit of Study/Theme: Growth and Expansion

Focus question: What was New York State's pivotal role in advancing the idea of equal representation?

The Teaching Point:

- Students will analyze several sources to learn how slavery ended in New York State.
- Students will demonstrate comprehension of informational text using the 3-2-1 strategy

Why/Purpose/Connection: This lesson examines what life was like for slaves and free blacks in 1800s New York.

Materials/Resources/Readings:

- Website
 - <http://www.slaveryinnewyork.org/education.htm>
- Life Stories: http://www.slaveryinnewyork.org/PDFs/Life_Stories.pdf
- Slavery Ends in New York handout
- Slavery Ends in New York 3-2-1 Summary handout

Model/Demonstration:

- Teacher motivates students by asking them: What does it mean to be free? What is the best definition of the term? Are you free to do anything you would like?
- Teacher explains that slavery was not only widespread in the south, but many northerners, including New Yorkers, also owned slaves into the early 1800s.
- Teacher asks the students if they know what Gradual Emancipation was. Approach the words individually. Most of the students should understand the word gradual. If students struggle with the word Emancipation, ask them if they have heard of Abraham Lincoln's Emancipation Proclamation. Lead the students to an understanding that to emancipate means to free from slavery. Have the students provide suggestions for how freedom from slavery could be done gradually.
- Teacher explains that students will explore what life was like for slaves and free blacks during the early 1800s.

Guided Practice:

Note: Good readers use effective strategies when reading to help them comprehend text. The 3-2-1 strategy requires students to summarize key ideas from the text and encourages them to think independently. First, students write about three things they discovered. Next, they write about two things they found interesting. Last, they write one question they still have. This strategy can be used while reading a variety of texts to actively and meaningfully engage students with the text.

- Teacher conducts a shared reading of the Slavery Ends in New York handout. Make sure that each student has a pencil or highlighter.
- After reading the text, tell students that they are going to learn a strategy that they can use to help them understand something they read. The strategy is called 3-2-1. Project a 3-2-1 Summary handout.
- Teacher says, “The first step is to record 3 things we discovered.” Ask students to go back through the text and underline or highlight three things they discovered. Then have several students share the three things he or she learned. Choose three things to record in the 3-2-1 Summary.
- Teacher says, “The next step is to record two interesting things.” Use the same approach as in the first step.
- Finally, have students think of one question they still have about the topic. Have students share some of their questions. Record one sample question

Independent Exploration/:

- Student groups each read one of the following Life Stories: Mary, Jack DeVoo, Serena Baldwin, William Hamilton or Sojourner Truth selected from http://www.slaveryinnewyork.org/PDFs/Life_Stories.pdf
- Direct the students to use the 3-2-1 strategy to understand what they read.
- Monitor the students’ reading and writing and provide assistance as needed.

Share/Closure:

- When all students have completed their 3-2-1 Strategy Charts, allow time for them to share what they learned from reading their articles with one another in small groups or as a whole class.
- Facilitate a discussion questioning “Could New York be considered a leader in abolishing slavery?”

Differentiation:

- Extra Support: Have students make a two-column chart in which they list noted abolitionists and their efforts to end slavery.
- Challenge: Ask students to research more about the beliefs and practices of the New York Manumission Society.

Assessment:

- Teacher evaluates 3-2-1 handout.

Next Steps:

- Have students research answers to the questions they still have.
- Students explore galleries 5-8 on the Slavery in New York website beginning at http://www.slaveryinnewyork.org/gallery_5.htm.

Slavery Ends in New York

Following the American Revolution, the plantation economy in the South was so dependent on slaves that white people were not ready to end slavery. During the 1780s and 1790s slave labor still played a role in New York City's economy. As a result, there were many white New Yorkers who wanted to maintain slavery, while others argued for abolition. The legislation that brought slavery to a close in New York State was a compromise between these two. Slavery would end, but it would end very, very slowly. New York passed two laws, in 1799 and 1817, which together delayed the end of slavery in the state until July 4, 1827. Some other northern states adopted a system of Gradual Emancipation as well.

The laws set the timetable for abolition in the state, but the power started to shift in the early 1800s. With the end of slavery in sight, enslaved blacks began to stir up trouble and bargain for immediate freedom. Owners began to grant it, sometimes because they were afraid the slaves might turn on them, sometimes out of a sense of justice, and sometimes out of a mix of the two. When Jubilation Day arrived on July 4, 1827, most New York slaves had already been freed.

Facts

- Several states passed Gradual Emancipation laws, which were designed to bring about the end of slavery at a slow pace acceptable to whites. New York State's first Gradual Emancipation law passed in 1799. It granted freedom to children born after July 4, 1799, but required them to be servants to their mother's owners until they were 28 years old if they were male, and 25 if they were female.
- By 1800, slavery had all but disappeared in Boston and Philadelphia. In New York City, it was still strong, but eroding. Increasingly, free blacks and poor European immigrants did the work formerly done by slaves.
- A second Gradual Emancipation law was passed by New York State in 1817. It set July 4, 1827 as the date when any slave born before 1799 would be free. In one last effort to retain the labor of vigorous young black people, this law required children born to enslaved mothers between 1817 and July 4, 1827 to remain servants until they were 21. This clause could have extended the period of black unfreedom to 1848, but the great majority of slaves were freed by 1827.
- Slavery ended more rapidly in New York City than in the surrounding area. By 1820, 95% of black people in New York City were free, but in Kings County (Brooklyn), half the black population remained enslaved. In the city, blacks became more assertive, and more willing to challenge white authority, as the end of slavery approached. Many whites freed their slaves voluntarily during these years, out of a combination of fear and principle.

Excerpts adapted from:

http://www.slaveryinnewyork.org/PDFs/White_New_Yorkers.pdf
http://www.slaveryinnewyork.org/PDFs/Fact_Sheet.pdf

Slavery Ends in New York

Name of the document: _____

3-2-1 Summary Technique Chart

3 things I want to remember:

2 things I found interesting:

1 question I still have about this topic:

--

THE DECLARATION OF SENTIMENTS

Unit of Study/Theme: Growth and Expansion

Focus Question: What was New York State's pivotal role in advancing the idea of equal representation?

The Teaching Point:

- Students will learn why the Seneca Falls Convention happened.
- Students will compare the Declaration of Sentiments with the Declaration of Independence.

Why/Purpose/Connection: This lesson demonstrates how New York contributed to the advancement of women's rights.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *If You Lived When Women Won their Rights*
 - *Great Women of the Suffrage Movement*
 - *Sojourner Truth*
- Websites
 - <http://www.pbs.org/stantonanthony/>
 - <http://teacher.scholastic.com/activities/suffrage/>
 - <http://www2.scholastic.com/browse/article.jsp?id=4932>
 - http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/stanton/friends_1
 - <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/activists/stanton>
- Copy of Declaration of Sentiments
(<http://www.fordham.edu/halsall/mod/Senecafalls.html>)
- Copy of Declaration of Independence
- Markers/Paper

Model/Demonstration:

- Teacher asks students if girls and boys should have the same rights. Why or why not?
- Teacher displays the following quote, "We hold these truths to be self-evident, that all men are created equal." Teacher elicits responses about the meaning of the quote.
- Teacher displays the next quote, "We hold these truths to be self-evident, that all men and women are created equal." Teacher asks students to compare and contrast the two quotes.
- Teacher explains that the first is from the Declaration of Independence (1776), and that the second is from the Declaration of Sentiments (1848).
 - Teacher asks students what they know about the Declaration of Sentiments. Approach the words individually exploring what a declaration is, or what it means to declare. If students are unfamiliar with the word sentiment, ask them what they think of

when they hear that someone is sentimental. Allow the students to think about why the Declaration of Sentiments might have been called that.

- Model giving a declaration of sentiments by listing reasons that support the rights of all people to an education.

Guided Practice:

- Teacher leads students in a shared reading of “Declaration of Sentiments and Resolutions, Seneca Falls.”
- Teacher asks students how the Declaration of Sentiments is similar to and different from the Declaration of Independence. Chart responses in a Venn diagram.

Independent Exploration:

Note: A Point-of-View Guide lets students make a strong connection to someone or something in the context of what is being studied (Allen, 2008).

- Teacher explains that students will be researching the point of view of someone who influenced the early days of the women’s rights movement.
 - Direct the students to use titles from the text set and websites to identify Elizabeth Cady Stanton’s point of view about women’s rights. Students may also be directed to identify one of the following person’s point of view: Lucretia Mott, Frederick Douglass or Sojourner Truth.
 - Remind students that a point of view is the way someone thinks about a person, a situation, or an event.
 - Students complete the Point of View Guide.

Share/Closure: Students share their findings about points of view at the Seneca Falls Convention. Teacher asks students to consider the necessity and effectiveness of the Declaration of Sentiments.

Assessment: Teacher assesses the Point of View Guide.

Next Steps:

- Student groups create a poster on the Seneca Falls Conference.
 - Include a map of New York State, noting the location of Seneca Falls
 - Goals and outcomes of the Conference
 - Important people at the conference.
- Students write a speech that someone might have given to explain why women’s suffrage was needed.

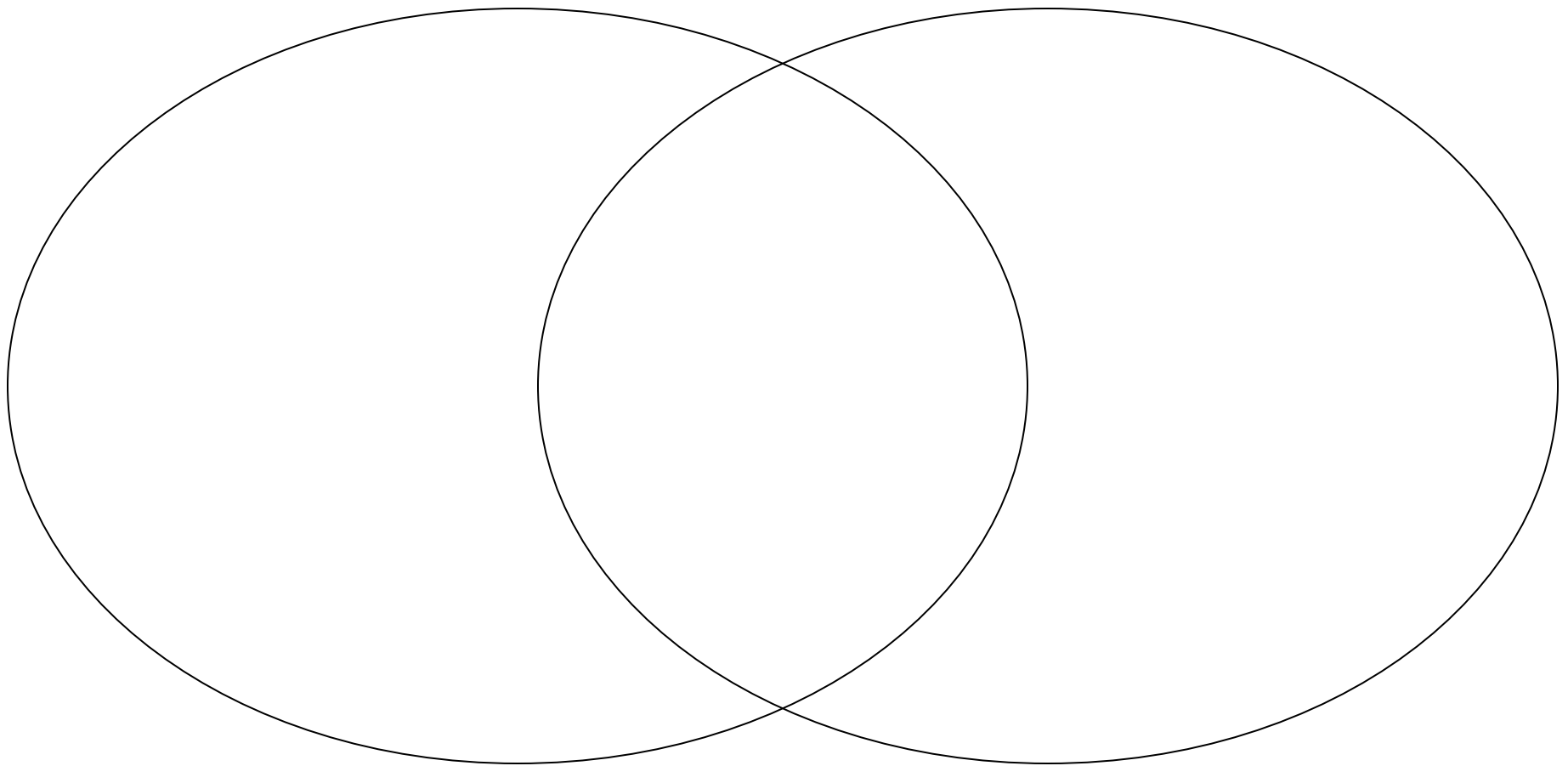
Name _____

Date _____

Compare the Declaration of Independence with the Declaration of Sentiments

Declaration of Independence

Declaration of Sentiments



Point of View Guide: Elizabeth Cady Stanton

Directions: It is 1848 and many people in the United States do not feel that women need equal rights. You strongly disagree and have organized a convention in Seneca Falls, NY to try to change things. Respond to each question as if you were Elizabeth Cady Stanton.

Eyes: You are looking into the future. What do you see?

Head: What are you thinking right before you are about to speak at the convention?

Ears: What advice are others giving you? What are they saying to you?



Mouth: What will you say to the people attending the convention? What did you say to your husband?

Hands: If others agree with the Declaration of Sentiments, what work will you have to do to make it happen?

Heart: What is your heart telling you about the people attending the convention?

SUFFRAGE SCRIPT

Unit of Study/Theme: Growth and Expansion

Note; This lesson may span 2 days.

Focus Question: What was New York State's pivotal role in advancing the idea of equal representation?

The Teaching Point: Students will role play the events that led to women's suffrage by performing a script.

Why/Purpose/Connection: Students will understand how women won the right to vote.

Materials/Resources/Readings:

- Websites
 - <http://www.archives.gov/education/lessons/woman-suffrage/script.html>
 - <http://www.schoolhouserock.tv/Sufferin.html>
- Copy of script

Model/Demonstration:

(Day 1)

- Teacher motivates students by asking them to imagine if women (or their mothers) weren't allowed to vote in the presidential or mayoral elections. Teacher asks: Would this be fair? Why or why not?
- Teacher plays School House Rocks "Sufferin' til Suffrage." (*Available on iTunes and YouTube.*)
- Teacher explains that students are going to perform a play about Women's Suffrage.
- Teacher assigns students' parts. (Note to teacher: The script could be conducted either by character or by reader. Some roles can be shared by two students so that every student can participate.)
- Teacher explains that students will prepare this skit and present it to the teacher. (*Note to teacher: This is an opportunity to invite parents, another class, or administrators to view student work.*)
- Teacher models how to read a script and how to role-play, infuse drama, etc.

Independent Exploration/Guided Practice:

- Teacher reads the script with the students and discusses unfamiliar vocabulary.
 - Students should reread the script a few times to get a feel for the flow.
 - Students can create an image or symbol that reflects their individual role which they display while speaking.

Share/Closure:

- Student present the skit either in class or to an audience..
- Teacher facilitates a discussion on the message of the script.

Assessment: Teacher assesses student preparation of their individual materials.

Next Steps:

- Students research a person mentioned in the script.

Woman Suffrage and the 19th Amendment

Failure Is Impossible

By Rosemary H. Knower

(<http://www.archives.gov/education/lessons/woman-suffrage/script.html>)

The original production of *Failure is Impossible* occurred on August 26, 1995, for the National Archives commemoration of the 75th anniversary of the 19th amendment.

Cast of Characters:

Narrator

Reader #1

Reader #2

Reader #3

Each reader portrayed several different people in the suffrage movement. However, a teacher could also assign different students to read the part of each individual.

In order of appearance:

Abigail Adams

Sarah Grimke

Elizabeth Cady Stanton

Frederick Douglass

Susan B. Anthony

Sojourner Truth

Frances Gage

Lucy Stone

Clara Barton

Mr. Reagan, of Texas

Mary Ware Dennett

Harriot Stanton Blatch

Woodrow Wilson

Carrie Chapman Catt and Nettie Rogers Schuler

Based on Eyewitness Accounts and Original Documents

Narrator: Today is the seventy-fifth anniversary of the passage of the Nineteenth Amendment, giving women the right to vote. Do I hear you say, wait a minute, the country is two hundred and nineteen years old, and women have only been voting for seventy-five years? What's the problem here? The problem began with the words of the Founding Fathers. Not the ones they put in. The ones they left out. In 1776, when John Adams sat with a committee of men in Philadelphia, writing the Declaration of Independence, he got a letter from his wife, Abigail:

Reader #1 (Abigail Adams): John, in the new code of laws . . . remember the ladies. . . . Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. . . . We . . . will not hold ourselves bound by any laws in which we have no voice, or representation.

Narrator: But when the Founding Fathers sat down to write the Declaration and the Constitution, they left out one critical word: "Women." Nearly sixty years later, when Sarah and Angelina Grimke spoke to state legislatures about the evils of slavery, their actions were denounced from the pulpit as contrary to God's law and the natural order.

Reader #3 (pastoral letter): The power of woman is her dependence, flowing from that weakness God has given her for her protection. When she assumes the place and tone of a man as a public reformer, her character becomes unnatural, and the way opened for degeneracy and ruin.

Narrator: Sarah Grimke had an answer for that.

Reader #2 (Sarah Grimke): This distinction between the duties of men and women as moral beings! That what is Virtue in men is Vice in women!?! All I ask of our brethren is that they take their feet off our necks and permit us to stand upright.

Narrator: In 1848 a group of women organized the first Women's Rights Convention in Seneca Falls, New York. It took great courage. In the 1840s respectable women did not even speak in public, let alone call meetings. Elizabeth Cady Stanton said later:

Reader #1 (Elizabeth Cady Stanton): We felt as helpless and hopeless as if we had suddenly been asked to construct a steam engine.

Narrator: But they were determined. They rewrote the Declaration of Independence.

Reader #1 (Stanton): "We hold these truths to be self evident: that all men and women are created equal . . ."

Narrator: And they called for equal rights under the law. At the convention, abolitionist Frederick Douglass spoke in favor of women voting. Reporting the resolutions of the convention in his newspaper, The North Star, he noted:

Reader #3 (Frederick Douglass): In respect to political rights, . . . there can be no reason in the world for denying to woman the elective franchise.

Narrator: In the 1850s, Susan B. Anthony, Elizabeth Cady Stanton, and Lucy Stone led a group of courageous women who plunged headlong into the fight for

abolition and universal suffrage. They formed the American Equal Rights Association. One newspaper denounced them as:

Reader #3 (newspaper editorial): Mummified and fossilated females, void of domestic duties, habits, and natural affections."

Narrator: In fact, most of the women were married, with children. Elizabeth Cady Stanton wrote suffrage speeches while nursing her sixth child, a daughter who would continue her mother's work.

When the Civil War began in 1861, suffragists deferred their campaign for the vote to give full attention to the national crisis. Annie T. Wittenmeyer was appointed superintendent of all army diet kitchens. Mary Walker served as the first female surgeon. Louisa May Alcott and thousands of other women served as nurses. Anna Ella Carroll was one of Lincoln's advisers on strategy.

In 1865, when the war was over, and Congress debated an amendment to give freed slaves the right to vote, the suffragists petitioned Congress to include women, too.

Reader #2 (Susan B. Anthony): We represent fifteen million people—one-half the entire population of the country—the Constitution classes us as "free people," yet we are governed without our consent, compelled to pay taxes without appeal, and punished for violations of law without choice of judge or juror. You are now amending the Constitution, and . . . placing new safeguards around the individual rights of four million emancipated slaves. We ask that you extend the right of suffrage to women—the only remaining class of disfranchised citizens—and thus fulfill your constitutional obligation.

Narrator: Sojourner Truth, whose speech "Ain't I a Woman?" had so moved the Equal Rights Convention in 1851, spoke again in 1867 for women's right to vote.

Reader # 1 (Sojourner Truth): I . . . speak for the rights of colored women. I want to keep the thing stirring, now that the ice is cracked. . . . You have been having our rights for so long, that you think, like a slaveholder, that you own us.

Reader #1 (Frances Gage): Suffragist Frances Gage wrote, "Fifty-two thousand pulpits in this country have been teaching women the lesson that has been taught them for centuries, that they must not think about voting. But when fifty-two thousand pulpits at the beginning of this war, lifted up their voices and asked of women, 'come out and help us' did they stand back? In every home in the whole United States, they rose up and went to work for the nation."

Narrator: But in spite of the petitions and the passion, the Fourteenth and Fifteenth Amendments were silent on the issue of voting rights for women. Nevertheless, the suffragists would not give up. In 1869 Lucy Stone sent out "An Appeal to the Men and Women of America":

Reader #2 (Lucy Stone): Get every man or woman to sign [this petition] who is not satisfied while women, idiots, felons, and lunatics are the only classes excluded from the exercise of the right of suffrage. Let the great army of working-women, who wish

to secure a fair day's wages for a fair day's work, Sign It. Let the wife, from whom the law takes the right to what she earns, Sign It. Let the mother, who has no legal right to her own children, Sign It . . .

Narrator: Civil War nurse Clara Barton spoke at the Suffrage Convention in 1870:

Reader #1 (Clara Barton): Brothers, when you were weak, and I was strong, I toiled for you. Now you are strong, and I ask your aid. I ask the ballot for myself and my sex. As I stood by you, I pray you stand by me and mine.

Narrator: When the Senate considered "The Woman Question" again in 1872, the same tired old arguments were raised to oppose women voting.

Reader #3 (Mr. Reagan, of Texas): I hope sir, that it will not be considered ungracious in me that I oppose the will of any lady. But when she so far misunderstands her duty as to want to go to working on the road and serving in the army, I want to protect her against it. [Should] we attempt to overturn the social status of the world as it has existed for 6,000 years?!?

Narrator: The congressman from Texas wasn't the only lawmaker who argued that if the Founding Fathers had meant women to vote, they would have said so directly. Elizabeth Cady Stanton responded:

Reader #1 (Stanton): Women did vote in America at the time the Constitution was adopted. If the Framers of the Constitution meant they should not, why did they not distinctly say so? The women of the country, having at last roused up to their rights and duties as citizens, have a word to say. . . . It is not safe to leave the "intentions" of the [Founding] Fathers, or of the Heavenly Father, wholly to masculine interpretation.

Narrator: Congress appointed a committee to study the floods of petitions arriving daily from women. This is how it worked:

Reader #3 ("Feeler Felix," Cracker-Barrel Philosopher): Women's petitions are generally referred to a fool committee of fools, . . . carefully laid on the floor of the committee room to be a target at which to shoot tobacco juice. And the committee man who can hit the mark oftenest is regarded as having done the most to kill the petition. . . .

Narrator: Even the President of the United States remained indifferent to the poignant arguments of the suffragists. Elizabeth Cady Stanton said of President Rutherford Hayes:

Reader #1 (Stanton): In President Hayes's last message, he reviews the interests of the Republic, from the army [and] the navy to . . . the crowded condition of the mummies, dead ducks and fishes in the Smithsonian Institution. Yet [he] forgets to mention twenty million women citizens robbed of their social, civil, and political rights. Resolved, that a committee be appointed to wait upon the President and

remind him of the existence of one-half of the American people whom he has accidentally overlooked.

Narrator: The pioneer women who were then settling the West had no intention of being overlooked. Women in the territory of Wyoming won the vote in 1869, followed shortly by women in the neighboring territories of Utah, Colorado, and Idaho. When Wyoming applied for statehood in 1890, a furious block of senators opposed its admission because it allowed women to vote. The senator from Tennessee called it "a reform against nature" and predicted it would "unsex and degrade the women of America." But Wyoming's citizens refused to give in. Their legislature cabled back to Washington:

Reader #3: "We will remain out of the Union a hundred years rather than come in without our women!"

Narrator: Encouraging words, but as the years of struggle rolled by, the women of Seneca Falls realized that they would not live to vote. Elizabeth Cady Stanton wrote:

Reader #1 (Stanton): We are sowing winter wheat, which other hands than ours will reap and enjoy.

Narrator: Twenty-four hours before she died, in 1902, Stanton dictated this plea to Theodore Roosevelt:

Reader #1 (Stanton): Mr. President, Abraham Lincoln immortalized himself by the emancipation of four million slaves. Immortalize yourself by bringing about the complete emancipation of thirty-six million women.

Narrator: By 1900, over three million women worked for wages outside the home, often in hazardous and exploitive conditions, often with their children beside them at the machinery. They needed the ballot to give them a voice in making labor laws. In the Triangle Shirtwaist Factory fire, 146 workers were killed trying to escape an unsafe building into which they had been locked to keep them at work. Suffragist Mary Ware Dennett wrote:

Reader #2 (Mary Ware Dennett): It is enough to silence forever the selfish addleheaded drivel of the anti-suffragists who say that working women can safely trust their welfare to their "natural protectors"!!!? Trust the men who allow seven hundred women to sit wedged between the machines, in a ten-story building with no outside fire escapes, and the exits shuttered and locked? We claim in no uncertain voice that the time has come when women should have the one efficient tool with which to make for themselves decent and safe working conditions—the ballot.

Narrator: Working women flocked to the suffragist banner. With this new army of supporters, women succeeded in putting suffrage on the states' agendas.

Reader #1: In 1912 the suffrage referendum was passed in Arizona, Kansas, and Oregon.

Reader #2: Defeated in Michigan, Ohio, Wisconsin . . .

Narrator: In 1913, five thousand women marched down Pennsylvania Avenue on the day before Woodrow Wilson's inauguration, asking for the vote. They were mobbed by a hostile crowd.

Reader #1: In 1914 the suffrage referendum passed in Montana and Nevada.

Reader #2: Defeated in North and South Dakota, Nebraska, Missouri.

Reader #1: 1915. The suffrage referendum failed in New York, New Jersey, Pennsylvania, and Massachusetts.

Reader #3: In Massachusetts, the saloons handed out pink tickets printed with "Good for Two Drinks if Woman Suffrage is Defeated."

Narrator: When the United States entered World War I in 1917, women were urged, once again, to put aside their cause for the war effort. Elizabeth Cady Stanton's daughter reminded them:

Reader #1 (Harriot Stanton Blatch): The suffragists of Civil War days gave up their campaign to work for their country, expecting to be enfranchised in return for all their good services. . . .
They were told they must wait. Now in 1917, women [are] still waiting.

Narrator: But the suffragists of 1917 had read history. They worked for the war, and they continued to work for the vote. While women in unprecedented numbers entered war service, standing in for soldiers in factories and on farms, they also held mass meetings, handed out countless leaflets, sponsored parades, plays, lectures, and teas—anything to get the arguments for women's suffrage before the public.

Reader #2: One suffragist said, "Some days I got up at 5:30 and did not get home until midnight, going from office to office, talking the question out."

Reader #3 (eyewitness article): In New York, 1,030,000 women signed a petition asking for the right to vote. The petitions were pasted on placards borne by women marchers in a suffrage parade. The procession of the petitions alone covered more than half a mile.

Narrator: Other suffragists turned to the militant tactics of the Women's Party. They picketed outside the White House, keeping their vigil in rain and cold. This was a new tactic in 1917! The police finally arrested them for "obstructing traffic." One eyewitness described the arrests:

Reader #2 (Suffragist): An intense silence fell. The watchers . . . saw not only younger women, but white-haired grandmothers, hoisted into the crowded patrol [wagon], their heads erect, and their frail hands holding tightly to the banner until [it was] wrested from them by brute force.

Narrator: Other suffrage organizations lobbied, appealed to every state, and canvassed every legislature while the White House pickets kept public attention focused on the issue. Finally, in 1917, at the height of the First World War, President Wilson spoke to urge the Congress to act on suffrage:

Reader # 3 (Woodrow Wilson): This is a people's war. They think that democracy means that women shall play their part alongside men, and upon an equal footing with them. If we reject measures like this, in ignorant defiance of what a new age has brought forth, they will cease to follow us or trust us.

Narrator: In January of 1918, the Nineteenth Amendment to give women the right to vote came before the House:

Reader #2 (Carrie Chapman Catt and Nettie Rogers Schuler): Down the roll-call, name by name, droned the voice of the Clerk. Mann of Illinois and Barnhart of Indiana had come from hospital beds to vote for suffrage; Sims of Tennessee came, in agony from a broken shoulder, to vote yes; Hicks of New York came from his wife's deathbed to keep his promise to her and vote for suffrage. Yes—No—name-by-name came the vote. It was close, but it was enough.

Reader #1: When the vote was over, the corridors filled with smiling, happy women. On the way to the elevators a woman began to sing, "Praise God, from whom all blessings flow," with the words of the suffragists:

(Sweet Adelines sing:)
Praise God, From Whom All Blessings Flow
Praise Him All Women Here Below—
(They continue singing, softly)

Narrator: Despite this monumental triumph, the suffragists still had much work to do. It would be another year before the Senate passed the suffrage amendment, and another year beyond that before the necessary thirty-six states would ratify it. Finally, on August 26, 1920, seventy-five years ago today, the Nineteenth Amendment gave women throughout the nation the right to vote. At the last Suffrage Convention of 1920, Carrie Chapman Catt spoke to the joyful women:

Reader #1 (Catt): Ours has been a movement with a soul, ever leading on. Women came, served, and passed on, but others came to take their places. Who shall say that all the hosts of the millions of women who have toiled and hoped and met delay are not here today, and joining in the rejoicing? Their cause has won. Be glad today. Let your joy be unconfined. Let it speak so clearly that its echo will be heard around

the world.

[Let] it find its way into the soul of every woman . . . who is longing for the opportunity and liberty still denied her.

Let your voices ring out the gladness in your hearts! . . .

Let us sing, together, "My Country, 'Tis of Thee . . .

(Sweet Adelines begin "My Country 'Tis of Thee" on this cue; the audience joins in:)

My Country 'Tis of Thee,

Sweet Land of Liberty,

Of Thee I Sing.

Land Where My Fathers Died

Land of My Mothers' Pride

From Every Mountainside

Let Freedom Ring.

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THE DRAFT RIOTS

Unit of Study: Growth and Expansion

Focus Question: What was New York State’s pivotal role in advancing the idea of equal representation?

The Teaching Points:

- Students will sequence the events surrounding the Draft Riots of 1863.
- Students will analyze primary sources relating to the Draft Riots.

Why/Purpose/Connection:

- This lesson helps students understand Civil War tensions and conflict that occurred in New York City.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *The Home Front in the North*
- The New York City Draft Riots handout
- Images of the draft riots
- Facts and Questions Ladder
- Sequence of events worksheet

Model/Demonstration:

- Teacher motivates students by asking them to imagine how they would feel if students in New York City had the option of paying \$10,000 in order to be excused from doing all homework and chores for the next five years, but they (themselves or their family) didn’t have enough money. What kind of problems might this cause? Teacher and students engage in a brief discussion. Students should quickly understand that such rules would only benefit people with healthy finances.
- Teacher displays the year **1863** on the board. Teacher asks if anyone knows what events were taking place in America at the time. Teacher may conduct a search of the year on the web, and display information for the students.
- Teacher explores the words “Draft Riot” with the students. Students may be familiar with each word when approached individually. Clarify any misconceptions of other definitions of draft.

Guided Practice:

- Teacher projects or provides students with images about the Draft Riots. Ask the students to analyze the images using the Thinking About Images template. Chart the students’ observations.
- Teacher asks students to provide an overview of what they think is happening during the draft riots based on their analysis of the images.
- Teacher conducts a shared reading of The New York City Draft Riots of 1863 summary handout. The students will identify facts from the text and write down questions they have about the text on a Facts and Questions Ladder. Direct the students to pay attention to the sequence of events.

- Provide students with an opportunity to discuss the questions they generated with each other.

Independent Exploration:

- The teacher provides students with the Draft Riots Sequence of Events handout and asks students to refer back to the summary reading to place the events in the correct order.
- Teacher circulates, assisting students with sequencing the events.

Share/Closure:

- The teacher reviews the correct sequence of events with the students.
- Discuss with the students whether riots could happen today if a military draft was reinstated.

Assessment:

- Teacher evaluates the handouts.

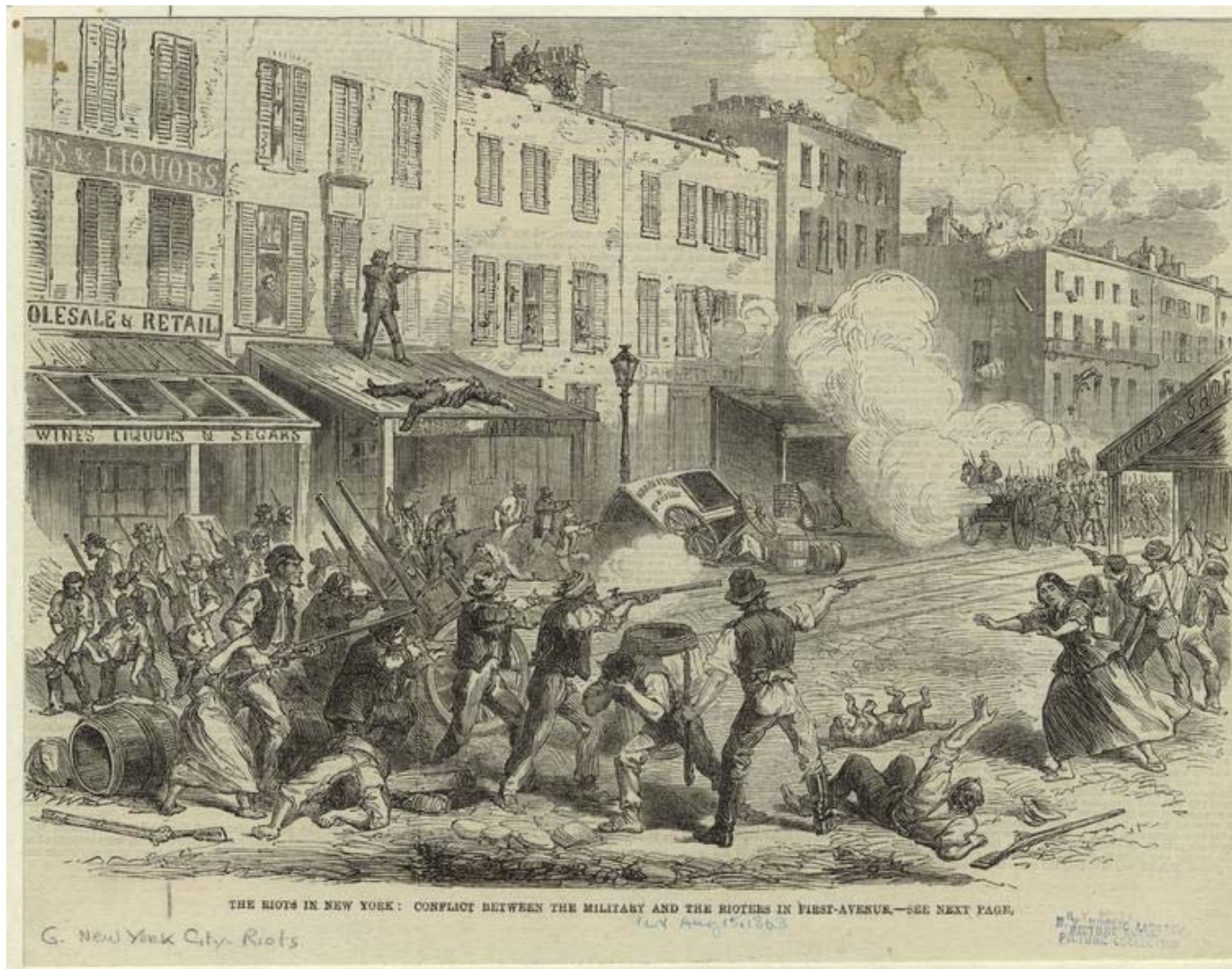
Next Steps:

- Students research living conditions of Blacks and Irish immigrants in New York City.



The Riots in New York: Destruction of the Coloured Orphan Asylum

<http://digitalgallery.nypl.org/nypldigital/dgdisplaylargemeta.cfm?strucID=722284&imageID=812649&word=draft%20riots&s=1¬word=&d=&c=&f=&lWord=&lField=&sScope=&sLevel=&sLabel=&num=12&imgs=12&total=22&pos=19>



The Riots in New York: Conflict between rioters and military on First Avenue

<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?strucID=715992&imageID=809571&word=draft%20riots&s=1¬word=&d=&c=&f=&lWord=&lField=&sScope=&sLevel=&sLabel=&num=0&total=22&pos=2&e=w>

THINKING ABOUT IMAGES TEMPLATE

Your Name: _____

Name of image: _____

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

The New York City Draft Riots of 1863

On January 1, 1863, President Abraham Lincoln issued the Emancipation Proclamation, freeing all slaves in the southern states. The proclamation marked a major change in the North's reason for fighting the Civil War. The Confederate army had won many battles during the first two years of the war. The northern states began to realize that the main reason for the war needed to change from preserving the Union to the destruction of slavery.

Lincoln wanted 300,000 more young men to join the fight. To get enough soldiers, the Union had to draft men, or force them to join the army. Men could pay \$300 to avoid the draft, but only the rich could afford this. The rule angered poor people.

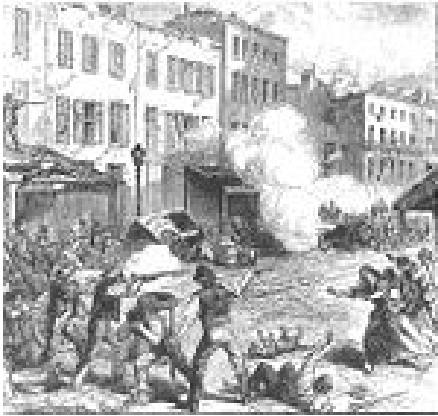
Conditions were unstable in New York City in July 1863 when the Battle of Gettysburg broke out in Pennsylvania. This caused President Lincoln to order New York's governor to send the militia from New York City to help. Therefore, the city was left without the proper security force.

When the names of the first draftees were drawn groups of very angry citizens gathered together across New York City. A huge mob terrorized neighborhoods on the East Side of New York. The rioters initially attacked only military and governmental buildings. They attacked and seized the Second Ave. armory, and set fire to buildings. At first, the mobs attacked only those people who tried to stop them. But by the afternoon of the first day, some of the rioters had begun attacking black people, abolitionists and places that represented black political, economic, and social power. Rioters attacked a black fruit vendor and a nine-year-old boy at the corner of Broadway and Chambers Street before moving to the Colored Orphan Asylum on Fifth Avenue. The violence continued for three days. The riots had a sweeping effect on New York City's African American population, driving nearly 5,000 blacks from the city. All in all, the mob caused more than \$1.5 million of damage. The number killed or wounded during the riot is unknown, but estimates range from two dozen to nearly 100. Eventually, Lincoln sent combat troops to restore order.

Adapted from the following sources:

<http://www.civilwarhome.com/draftriots.htm>
http://www.vny.cuny.edu/draftriots/Intro/draft_riot_intro_set.html
<http://www.press.uchicago.edu/Misc/Chicago/317749.html>
<http://www.brooklynpubliclibrary.org/civilwar/cwdoc056.html>
http://www.mapsites.net/gotham/es/alexblankfein_es.htm
<http://www.answers.com/topic/draft-riots>

Draft Riots Facts and Questions Ladder



NYC Draft Riots of 1863

Fact

Question

Fact

Question

Fact

Question

Use the New York City Draft Riots Summary handout to place the events in the correct sequence.

Events	
• Mobs attack black people	<div></div> <div>↓</div>
• Lincoln sends troops to restore order to NYC	<div></div> <div>↓</div>
• Battle of Gettysburg	<div></div> <div>↓</div>
• Emancipation Proclamation	<div></div> <div>↓</div>
• Union army began recruiting African American soldiers	<div></div> <div>↓</div>
• Draft lottery names are published	<div></div> <div>↓</div>
• Reason for the war changes	<div></div> <div>↓</div>
• Mobs burn and loot government buildings	<div></div> <div>↓</div>
• Lincoln orders Governor of NY to send militia to help Union soldiers	<div></div> <div>↓</div>
	<div></div>

IMMIGRATION AND NEW YORK CITY

Unit of Study/Theme: Growth and Expansion

Focus question: What was the effect of immigration on the growth of New York City?

The Teaching Point:

- Students will learn that New York City is a city of immigrants by looking at the history of their own families.
- Students will practice map skills.

Why/Purpose/Connection: This lesson serves as an introduction to a case study on immigration in New York.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *Immigrant Children in New York City*
 - *When Jessie Came Across the Sea*
- Large world map
- Destination: New York recording sheet

Model/Demonstration:

- Teacher gets students interested in the topic by asking them what they like about living in New York City. Chart responses. Teacher follows up by asking the students to consider if people in other countries would like these things also.
- Ask students: What is an immigrant? *Note: If it has not already been completed, this would be a good time to introduce the suggested Academic Vocabulary strategy found on p. 67.*
- Explain that New York City in the past and present has been the destination for many immigrants and that the class is beginning a case study of immigration in New York City from the 1800s to the early 20th century.
- Display a large world map. Ask students why people might come to New York City. Chart responses.
- Lead the students in creating a chart that identifies places their ancestors have come from. If a student is not sure, they can list someone they know who has immigrated to America. Ask students why people may choose to leave their home.
- Explain to students that they are going to use the class chart to note where people immigrate from on a world map.

Guided Practice:

- Teacher distributes copies of a world map to student groups. Teacher identifies where his or her own family originate and marks it on the map. Then trace a route from that country to New York City. Ask the students what kind of transportation could be used today and what would have been used then.

Independent Exploration:

- Students should select five countries from the class chart to identify on the world map. Students should then trace the possible routes for traveling to New York City.

Differentiation:

- Extra Support: Discuss what it might have been like to travel such a long distance, often by ship, to start a new life in a country with a different culture and language.
- Challenge: Ask students to read folk tales about other countries. Tell the students to think about what the stories tell about those countries.

Share/Closure:

- Teacher facilitates a discussion on signs of immigrant life in New York City. Examples could include hearing foreign languages in the street, ethnic restaurants, bilingual signs in certain neighborhoods.
- Teacher explains that class will be examining how immigrants contribute to life in New York City.

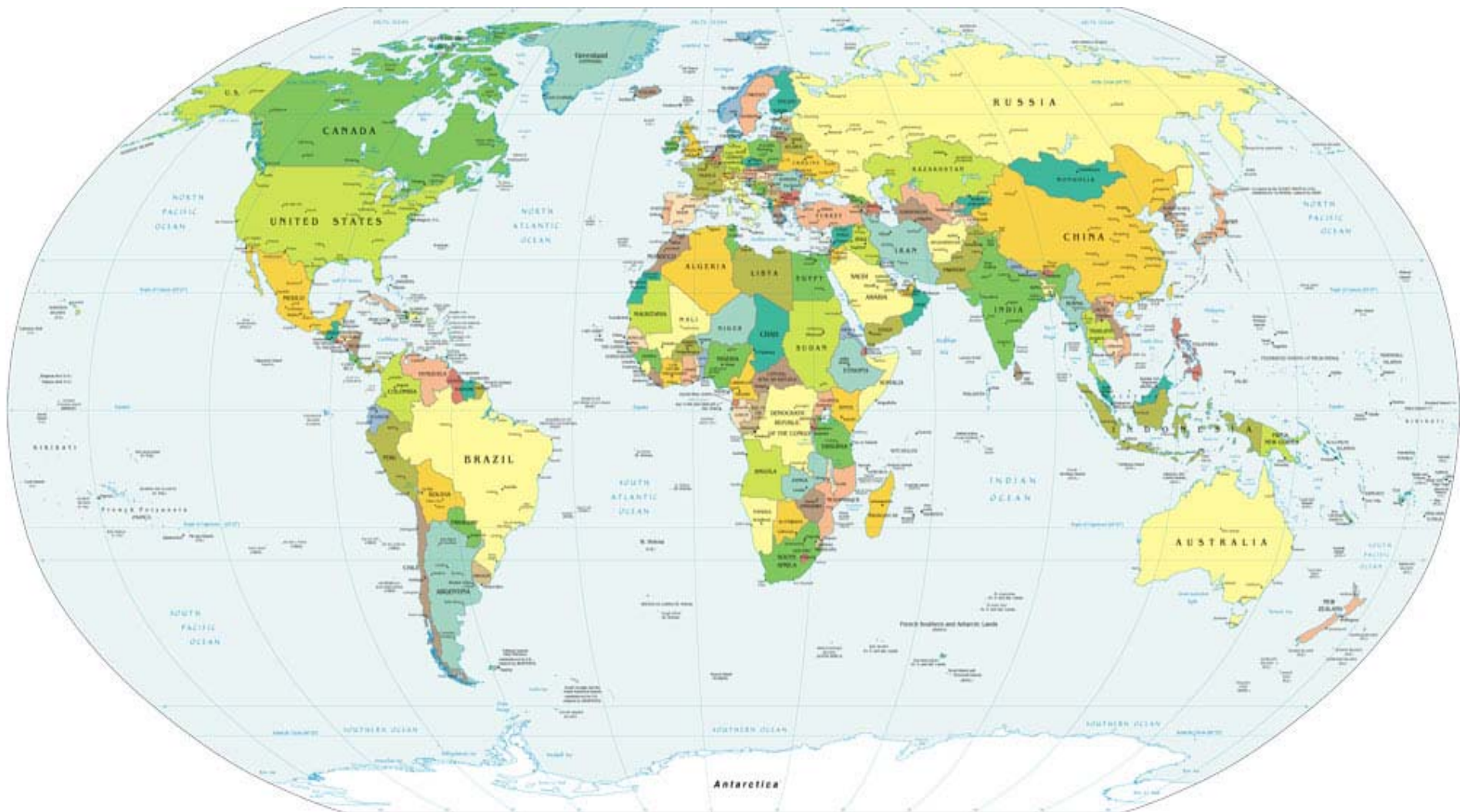
Assessment:

- Teacher assesses maps.

Next Steps: Students explore the impact of immigration on New York City through a variety of primary sources.

Destination New York City

Student's name	Where your family came from (country and continent)	When your family came (approximately)	How your family traveled here (method of transportation)



THE STORY OF IMMIGRATION

Unit of Study/Theme: Growth and Expansion

Focus question: What was the immigrant experience?

The Teaching Point:

- Students will learn that America is a nation of immigrants.
- Students will listen for details as they learn to take notes from informational text.
- Students will create a timeline of immigration history.

Why/Purpose/Connection: As part of an immigration case study, this lesson will help students understand when immigration began to the Americas and how it continues today.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *Coming to America: The Story of Immigration*
- Timeline template

Model/Demonstration:

- Teacher motivates the class by asking: What does it mean to be an American? Who considers themselves an American? After a brief discussion teacher presents the book's title and cover illustration. It is a good idea to read the first page and pause to discuss the illustration which covers the first two pages. Teacher asks students to explain what they see at the "Around the World Dinner." Students will probably mention that the people attending the dinner all seem to be wearing clothing that tells something about their countries of origin. These two pages also set the stage well for the author's theme – that all Americans are related to or were at one time immigrants.
- Teacher notes the scope or arc of time in writing. In this book, the author presents a very large arc of time – from several thousand years ago to the present day.
- Teacher explains that the class will chart the events in the book on a timeline.

Guided Practice:

- Teacher reads aloud *Coming to America: The Story of Immigration*.
- Model listening for the details of events and time and how to take notes on these details.
- Students should continue listening for the details of events and time and how to take notes on these details.

Independent Exploration/

- Provide copies of the timeline template. Have students note that the timeline is divided into centuries.

- Students fill in the timeline from their notes. If known, they can place their own family's immigration on the timeline.
- After a review of the timelines, student groups are assigned a century to illustrate for a large class immigration timeline.
- Students may add events to the timeline as they proceed through the unit.

Differentiation:

- Challenge: Have students use an almanac to find the five nations from which the most immigrants came to the United States in 1850 and 2000. Tell students to make bar graphs that compare the data from the two years.

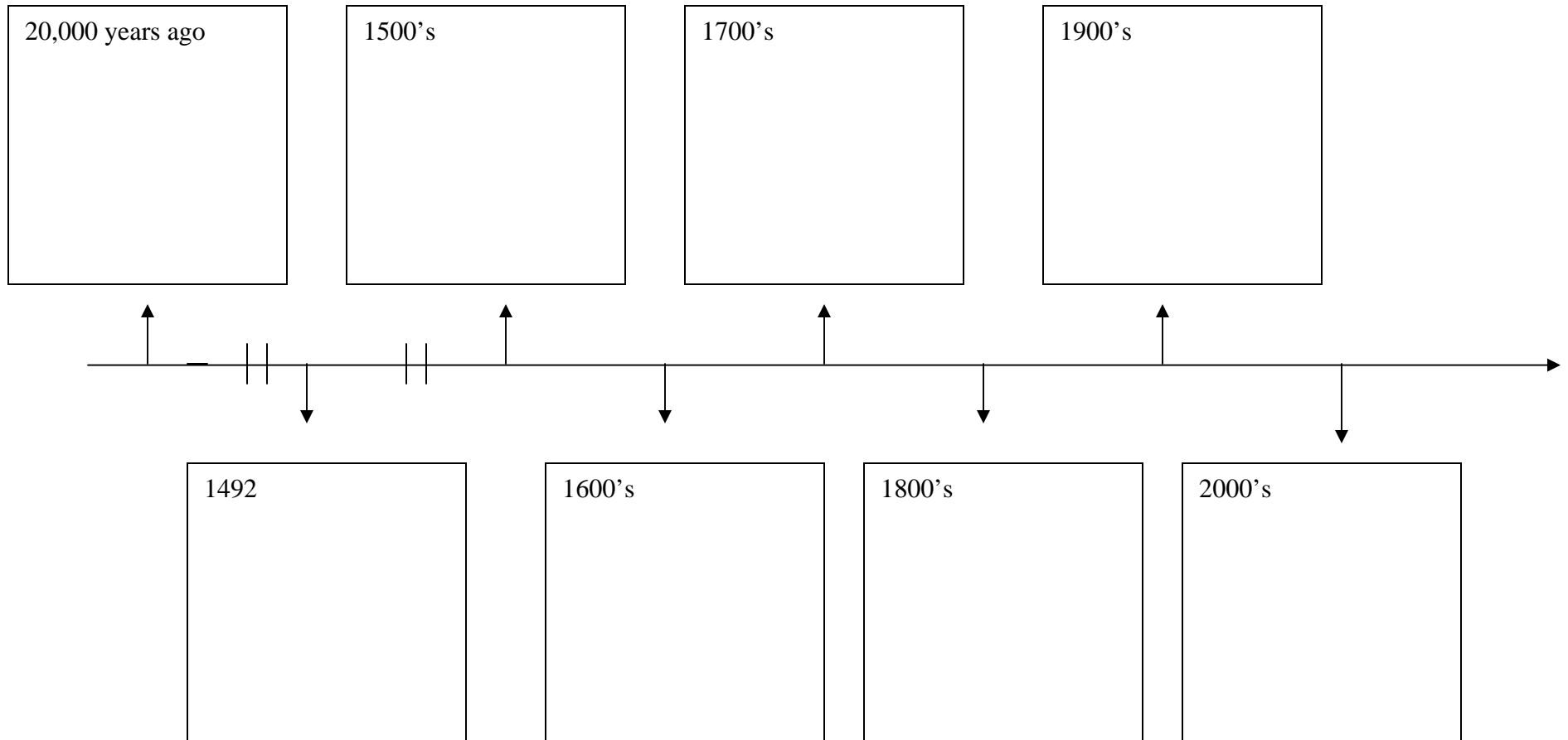
Share/Closure: Student groups add their illustrations to the class timeline.

Assessment:

- Teacher evaluates individual timelines.

Next Steps:

- Students compare and contrast the different waves of immigration.
- Students can do more reading or research about forced migration and refugees.



THE POTATO FAMINE

Unit of Study/Theme: Growth and Expansion

Focus Question: What was the effect of immigration on the growth of New York City?

The Teaching Point:

- Students will analyze primary and secondary sources to examine how the Irish potato famine led to widespread immigration to America.

Why/Purpose/Connection: This lesson provides an understanding of how a pivotal event in world history affected growth in America.

Materials/Resources/Readings:

- Titles from the Trade Book Text set
 - *The Irish Potato Famine*
- Websites
 - www.irishpotatofamine.org/flash.html

Model/Demonstration:

- Teacher motivates students by asking them: What is a food that you eat almost every day?
Chart student responses and then ask them to imagine life without that food. Explain that while some foods are eaten because they have importance as part of our culture, some foods are essential to people's survival. Teacher helps students understand that in many parts of the world (in the past and today) a poor crop or harvest would have devastating implications.
- Teacher asks students what they know about Ireland and the Irish? Ask students to brainstorm and chart their information on the board. What can students conclude about their initial impression of Ireland and the Irish? What would they like to know more about? Circle the items that are based on stereotypes and impressions, rather than research and first-hand knowledge.
- Teacher continues lesson by locating Ireland on a world map. Teacher asks students: Where is Ireland? What do you notice about its location? What country is Ireland's closest neighbor?
- Explain to the students that in the early 1800's, Ireland was a very poor country. Potatoes were a staple of the Irish diet. In 1845, the Irish potato crop failed. All over Ireland people had nothing to eat and died of starvation and of related diseases. This time from 1845 through 1851, is known as the Great Hunger. Since most of the Irish couldn't afford food or their rent the extra taxes caused them to be evicted from their homes. The population of Ireland dropped by two million people as the Irish died or emigrated. During that time, almost one million Irish people moved to America. When the Irish came to America their lives were still quite difficult. Many job advertisements said "No Irish Need Apply." Their living conditions were crowded and unhealthy.
- Ask students to describe how they think the Irish felt during the famine. (Answers may include angry, helpless, sad, hungry, tired, and hopeless).

Guided Practice:

- Play *Verses from Skibbereen* at:
http://www.bbc.co.uk/scotland/education/int/hist/immigrants/irish_in_ireland/songs_irish_ireland.shtml
 - Distribute copies of *Verses from Skibbereen* and conduct a shared reading. Direct students to answer the questions on the handout. Share student responses.
- Analyze *Poor House from Galway* political cartoon.
 - Ask the students “What is the message that is reflected in the cartoon?” and
 - How does the cartoon portray feelings concerning Irish immigration?

Independent Exploration:

- Students work in pairs to take an interactive tour of an Irish village during the famine at: <http://www.irishpotatofamine.org/flash.html>.

Share/Closure:

- Teacher facilitates a discussion on the challenges Irish immigrants faced.

Assessment:

- Teacher evaluates accountable talk as student groups analyze the documents.

Next Steps:

- Students visit the Lower East Side Tenement Museum to learn more about the life of new Irish immigrants in NYC, <http://www.tenement.org/tours.html#moore>.

Verses from Skibbereen (traditional)

http://www.bbc.co.uk/scotland/education/int/hist/immigrants/irish_in_ireland/songs_irish_ireland.shtml

My son, I loved our native land with energy and pride
Until a blight came on my land, my sheep and cattle died.
The rent and taxes were to pay, I could not them redeem,
And that's the reason why I left old Skibbereen.

Oh it's well I do remember that bleak December day,
The landlord and the sheriff came to drive us all away.
They set my roof on fire with their demon yellow spleen,
And that's another reason why I left old Skibbereen.

Use the *Verses from Skibbereen*, and your own knowledge, to find answers to the questions.

Describe the problems that forced many Irish to emigrate.

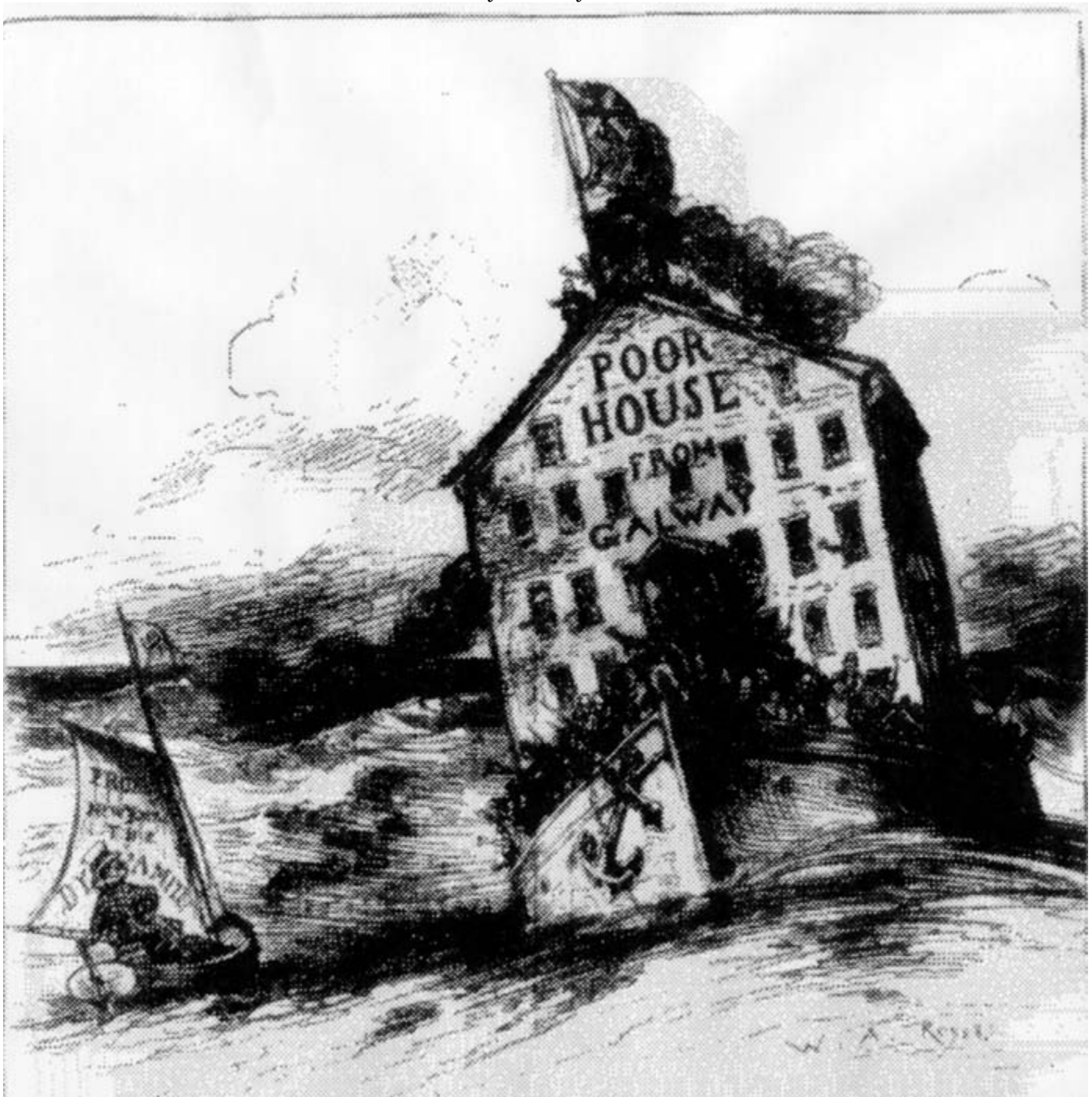
***Explain* why many Irish chose to emigrate between 1830 and 1930.**

***How useful* is this source as evidence about why so many Irish emigrated?**

Poor House from Galway*

<http://www.yale.edu/glc/archive/969.htm>

*Galway is a city in Ireland



HOPES FOR A BETTER LIFE

Unit of Study/Theme: Growth and Expansion

Note: This lesson may span 2 days.

Focus Question: What was the immigrant experience?

The Teaching Point:

- Students will read informational text to identify reasons for immigration.

Why/Purpose/Connection:

- As part of an immigration case study, this lesson explores reasons why people left their homes to come to America.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *Why Italian Immigrants Came to America*
 - *Journey to Ellis Island*
 - *Ellis Island*
 - *Charlotte in New York*
 - *When Jessie Came Across the Sea*

Model/Demonstration:

- Teacher motivates students by writing the following question on chart paper “Why do you think people leave their homes to come to America?” Allow students to contribute reasons they may already know, such as famine.
- Teacher discusses what is meant by the terms political, economic and religious reasons to emigrate.
- Create a chart titled **Reasons For Immigration** with three sections. Each section is subtitled – Political – Religious – and Economic.
- Conduct a shared reading of a section from *Why Italians Came to America* that describes reasons why.
 - The text contains specific reasons for immigration. Once you have read the selection, you can model for the students by filling in some political and religious reasons.

Independent Exploration/Guided Practice:

- Direct the students to use other books in the text set to identify reasons for immigration.
- After students have been give some time to read and complete their charts, you can ask them (as a group) to identify what they think are the 3 most important reasons for immigration.

Differentiation:

- For students who grasp the material easily or those who finish early, have the students draw a political cartoon depicting a reason immigrants left their native countries.

Share/Closure:

- Each group can present their top 3 choices to the class and a class recorder can tally the reasons to discover which were most frequently chosen. Ask students to explain why they feel these were the most important reasons for immigration.

Assessment: Teacher assesses students' charted information.

Next Steps: Read aloud a picture book, such as *When Jessie Came Across the Sea*, and ask the students to infer what they think are the reasons the family in the selected story left its country. Ask them what details in the story support their inferences.

Packing List

Unit of Study/Theme: Growth and Expansion

Focus Question: What was the immigrant experience?

The Teaching Point:

- Students will empathize with the immigrant experience by preparing a packing list for an immigrant journey to America via steerage.

Why/Purpose/Connection:

- As part of an immigration case study, this lesson explores some difficult choices immigrants faced.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *Journey to Ellis Island*
 - *Ellis Island*

Model/Demonstration:

- Teacher engages students by telling them to imagine it is very long ago and they live in another land and they will be taking a journey to America. Read the following “Traveling Steerage” passage (previously adapted from www.nps.gov/stli).
 - You are about to board the “SS Friendship in route to New York City. Like most immigrants crossing the Atlantic, you will be traveling steerage. This means that the lower steerage sections of the ship will be your home for at least the next 10 days. Most ships carried anywhere from a few hundred to over 2000 steerage passengers. Most will not see much sunlight during the trip, food might be scarce, and there is a good possibility that some of you will become ill along the way.
 - While reading, teacher displays images of ships and the steerage section of those ships for student observation.

Guided Practice:

- Teacher tells students that they will be leaving Rome at dawn tomorrow and will have to pack all their belongings tonight.
- Teacher asks students to turn and talk to discuss what they would bring on this journey.
- After students confer, teacher asks students to share their thoughts, charting several responses.
 - Note: emphasize the time period of the activity, e.g. – no iPods or TVs existed during the 1800s and early 1900s.
 - Facilitate a discussion about their choices.

Independent Exploration:

- Provide student groups with chart paper. Remind students that they will be leaving their home and never returning again. They are to prepare a packing list. Other

than the clothes on their backs, they are to select thirty items to bring with them to carry in a single trunk.

- Note: These items must be easily carried with the student and does not include the items they are wearing.
- Each student will list thirty items they would bring to a new, unknown place.
- At each table, student will create their lists and write down their items on the Packing List template.
- After students have created their individual lists, the teacher will briefly stop the activity. He or she will instruct the students that there will not be enough room to bring all their items on the trip so instead each table group must collectively condense their list.
- Each table group will now select the thirty most important items that their whole table would bring on the SS Friendship.
- Students will chart their collective packing lists.

Share/Closure:

- Each group will select a leader to present their packing list to the class. Facilitate a discussion about each group's list.

Assessment:

- Teacher will confer with groups during the activity.

Next Steps:

- Students will choose three of the items that they selected and describe/explain why they chose that item for their journey to America.

SS Friendship Packing List

- | | |
|-----|-----|
| 1. | 16. |
| 2. | 17. |
| 3. | 18. |
| 4. | 19. |
| 5. | 20. |
| 6. | 21. |
| 7. | 22. |
| 8. | 23. |
| 9. | 24. |
| 10. | 25. |
| 11. | 26. |
| 12. | 27. |
| 13. | 28. |
| 14. | 29. |
| 15. | 30. |



THE NEW COLOSSUS

Unit of Study/Theme: Growth and Expansion

Focus Question: What was the effect of immigration on the growth of New York City?

The Teaching Point:

- Students will imagine the hopes and dreams immigrants associated with their arrival in New York.
- Students will appreciate the Statue of Liberty as a symbol of hope and freedom.
- Students will research what life was like for newly arrived immigrants.

Why/Purpose/Connection:

- This lesson explores why people immigrated and life upon their arrival.

Materials/Resources/Readings:

- Copies of “The New Colossus” by Emma Lazarus
- Titles from the trade book text set
 - *Children of the Settlement Houses*
 - *Journey to Ellis Island*
 - *Ellis Island*
 - *Charlotte in New York*
- Websites
 - <http://www.nps.gov/stli/>
 - <http://teacher.scholastic.com/activities/immigration/index.htm>
 - <http://memory.loc.gov/learn/features/immig/introduction.html>

Model/Demonstration:

- Teacher motivates students by asking them: What is a colossus? It is unlikely that students will know, but they may be familiar with the words colossal or coliseum. Elicit from students that these words describe something of immense size or power.
- Teacher displays an image of the Colossus of Rhodes. Teacher asks students to describe the image. Teacher explains that the monument stood in ancient times in the harbor of the Rhodes as a symbol of unity. The statue, standing about 36 yards, was one of the seven wonders of the ancient world.
- Teacher explains that they will hear a poem entitled, “The New Colossus.” Teacher asks students what characteristics something would need to have in order to be described as the new colossus. Teacher asks if students know what statue the poem is about.

Guided Practice:

- Teacher distributes a copy of the poem to students and then reads aloud “The New Colossus” by Emma Lazarus. Teacher explains that the students will analyze the poem.
 - Ask students why they think the poet decided to let the statue speak. How does this affect the way the poem is heard? Felt?
 - Allow students to hear the poem straight through first and then let the students paraphrase key sections in their own words.

- Teacher explains that the following excerpt from the poem is posted at the Statue of Liberty.

“Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”
- Students will decide if the poem truthfully describes the treatment of immigrants by America. Students will examine websites and books from the text set to form an opinion on the quote. Complete the T-chart identifying evidence supporting or contradicting the quote.

Independent Exploration:

- Students will use websites and the text set to find evidence about what America was like for new immigrants.
- Students should identify other symbols of America. Design a new symbol for today's immigrants.

Share/Closure:

- Share opinions on the opportunities and pitfalls of immigration to America.

Assessment:

- Teacher will assess T-charts and new symbols for today's immigrants.

Next Steps:

- Students participate in a debate on the benefits and obstacles of immigration.
- Students research people and organizations that worked to help immigrants upon their arrival in New York City.
- Visit the Statue of Liberty.

The New Colossus

This poem by Emma Lazarus appears on the base of the Statue of Liberty

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

Guiding questions:

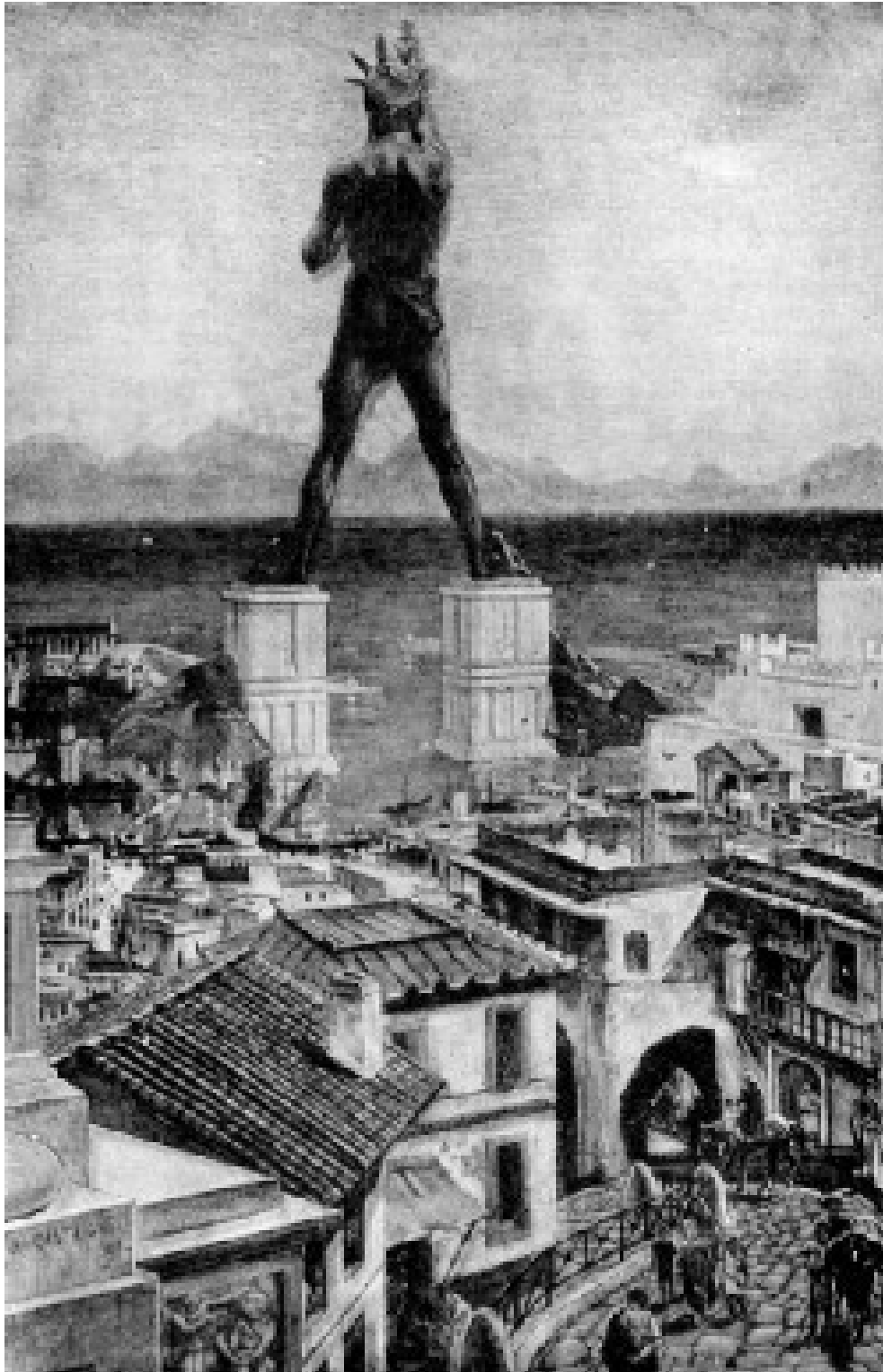
1. How is the Statue of Liberty different than the Colossus of Rhodes?
2. Who are the “huddled masses” in the poem?
3. Why would immigrants feel relief upon seeing the Statue of Liberty?

**“Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”**

Yes, America provided opportunities for the “huddled masses”.	No, America did not fulfill the hopes and dreams of the poorest immigrants.

The Colossus of Rhodes

<http://en.wikipedia.org/wiki/File:Rhodes0211.jpg>



ELLIS ISLAND: ARRIVAL IN A NEW LAND

Unit of Study/Theme: Growth and expansion

Focus Question: What was the effect of immigration on the growth of New York City?

The Teaching Point:

- Students will draw conclusions about newly arrived immigrant experiences based on a non-fiction reading and an analysis of photographs.

Why/Purpose/Connection: This lesson provides explores the challenges immigrants faced when they arrived at Ellis Island.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *Ellis Island*
 - *An Ellis Island Christmas*
 - *Ellis Island: New Hope in a New Land*
 - *If Your Name Was Changed at Ellis Island*
 - *Journey to Ellis Island*
 - *Places in American History: Ellis Island*
- Websites:
 - <http://teacher.scholastic.com/activities/immigration/tour/stop2.htm>
 - http://www.loc.gov/rr/print/list/070_immi.html
- Photos of Ellis Island
- Excerpt from *Immigrants*

Model/Demonstration:

- Teacher motivates students by displaying images from Ellis Island around the classroom. Teacher instructs students to circulate around the room, imagining how they would feel if they were a new immigrant in each of the images. Students can add post-it notes to the pictures responding to how they might feel.
- Teacher reads aloud excerpt from the book, *Immigrants*.
- Teacher asks students how it compares to their imaginings.
- Teacher asks students to think about the questions that were asked (paragraph 3). What were the officials looking for? What kinds of people did the U.S. want to allow into the U.S.? What kinds of people did they want to leave out?
- Teacher asks, “Why does the author use the word “bewildering” to describe the immigrants experience?” Ask students to try to define the word by how the experience is described (context).

Guided Practice:

- Display *Eye Examination at Ellis Island* photograph. Model analyzing the photograph with the Thinking About Images template.
- Display *Examination at Ellis Island* photograph. Guide the students in analyzing this image using the template.

Independent Exploration

- Look back at paragraph 3 of the reading. If you were an immigration official, what would you want to know about newly arrived immigrants. What factors would you consider when deciding who could stay and who had to go.
 - Create questions to ask new immigrants.
- Take an interactive tour of Ellis Island at:
<http://teacher.scholastic.com/activities/immigration/tour/stop2.htm>

Share/Closure: Selected students share their activities.

Assessment: Teacher assesses questions for new immigrants.

Next Steps:

- Students can become immigrants by joining Victoria Confino on a virtual journey from Ellis Island to Orchard Street at: <http://www.tenement.org/immigrate/>.

Immigrants

by Martin W. Sandler, pages 30-34
(an excerpt from the Library of Congress book)

As the immigrants first set foot on American soil, their faces revealed the sense of anxiety shared by all strangers in a strange new land. Most cannot speak English and most have heard frightening stories of the ordeal that awaits them at Ellis Island.

The immigrants' fears are justified. Once inside the Ellis Island facility, the newcomers are forced to wait hours, sometimes days, before undergoing both a physical and a verbal examination. They wait knowing that if they fail either test, they will be sent back across the ocean. The physical examination includes an eye test for trachoma, a disease common in southern and eastern Europe. About 2 % of all newcomers fail this or some other test and are forced to return to their homelands.

The verbal examinations are just as difficult, just as terrifying. Uniformed immigration officers, with the aid of interpreters, fire a battery of questions at the newcomers:

"Where did you come from?"

"Where are you headed?"

"Can you read and write?"

"Have you served time in prison?"

"Do you have a job waiting for you?"

Though most of the immigrants pass the test, it is a bewildering experience.

The Ellis Island experience is so bewildering that many immigrants actually lose their names in the process. Often, when the immigrants state their names, the officer writes down what he thinks he hears rather than what is said. When asked their names, many confused newcomers are apt to state the names of their hometowns or their former occupations instead. Some officers, on their own, change European sounding names like "Valentin" to more American sounding names like "William." Thousands enter America with their names changed forever.

Finally, for most, the Ellis Island ordeal is over. The immigrants gather on the docks awaiting the ferry boats that will take them across the harbor into New York. Many will journey on to other American cities like Boston, Philadelphia, or Baltimore, but hundreds of thousands will make their new home in New York. As they gaze at the skyline of the world's largest city, they can only imagine what lies ahead.

Eye examination at Ellis Island



11164-U. S. Inspectors examining eyes of immigrants, Ellis Island, New York Harbor. Copyright Underwood & Underwood. U-97328

The Great Hall, Ellis Island



Immigrants just arrived from Foreign Countries—Immigrant Building,
Ellis Island, New York Harbor. Copyright 1904 by Underwood & Underwood

THE LOWER EAST SIDE

Unit of Study/Theme: Growth and Expansion

Focus Question: What was the effect of immigration on the growth of New York City?

The Teaching Point: Students will read for facts and sensory detail to understand what life was like on the Lower East Side.

Why/Purpose/Connection: This lesson explores the challenges and experiences of immigrants when they arrived at Ellis Island.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *Life on the Lower East Side*
 - *Tenement Stories*
 - *Charlotte in New York*
- Websites
 - <http://memory.loc.gov/learn/features/immig/alt/polish6.html>
 - <http://www.tenement.org/research.html>
 - <http://www.loc.gov/exhibits/haventohome/haven-century.html>
- Five Senses Worksheet

Model/Demonstration:

- Teacher motivates students by asking them if they have ever experienced moving to a new school or home. Teacher engages in a brief discussion and explains that immigrants to New York City had the very same feelings.
- Teacher explains that the Lower East Side of Manhattan was where many immigrants settled when they arrived in New York City.
- Display a map of New York City and identify where the Lower East Side is located.
- Display a photograph depicting daily life on the Lower East Side during the early 1900s. Analyze the image focusing on what you might observe using your five senses.

Guided Practice:

- Display the Tenement Museum virtual tour at [http://www.tenement.org/Virtual Tour/index_virtual.html](http://www.tenement.org/Virtual_Tour/index_virtual.html). Ask the students to participate in the tour focusing on what they are observing using their five senses.

Independent Exploration:

- Students will use the text set books, images and the Tenement Museum virtual tour to complete the graphic organizer on the Lower East Side.
- Write a journal entry using sensory detail to describe a day on the Lower East Side in the early 1900s.

Differentiation:

- Extra Support: Have students make a three-column chart that lists improvements made to New York City's transportation, public health, and safety.

- **Challenge:** Ask students to locate images or floor plans of tenement buildings. Have students write a letter to an early New York City official in which they suggest ways to make tenements safer and more comfortable.

Share/Closure: Students share their writing. Ask the students if they think this new life was better for the immigrants than the ones they left behind. Why or why not?

Assessment: Teacher evaluates journal entries.

Next Steps: Students read about Jacob Riis.



Market Day in Jewish Quarter of East Side New York City – 1912

<http://digitalgallery.nypl.org/nypldigital/dgkeysearchdetail.cfm?trg=1&strucID=104050&imageID=464306&total=5&num=0&word=lower%20east%20side%20immigrants&s=1¬word=&d=&c=&f=&k=0&lWord=&lField=&sScope=&sLevel=&sLabel=&imgs=20&pos=5&e=w>

The Lower East Side

Sights	Smells	Tastes	Sounds	Feels

THE BROOKLYN BRIDGE

Unit of Study/Theme: Growth and Expansion

Note: This lesson may span more than one class period.

Focus Question: How have immigrants contributed to American culture?

The Teaching Point:

- Students will analyze images and descriptions of the Brooklyn Bridge.
- Students will understand point of view when discussing art and literature.

Why/Purpose/Connection: This lesson demonstrates the contribution of immigrants to the construction of the Brooklyn Bridge.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *The Brooklyn Bridge*
- Websites
 - <http://www.pbs.org/kenburns/brooklynbridge/timeline/>
 - http://www.inventionfactory.com/history/RHagen/index_noframe.html
 - <http://www.pbs.org/wgbh/buildingbig/wonder/structure/brooklyn.html>
- Selected images of Brooklyn Bridge
 - Walker Evans, The Brooklyn Bridge
<http://www.eakinspress.com/books/webbrooklynbridge.html>
 - Joseph Stella, The Brooklyn Bridge: Variation on an Old Theme”
<http://bertc.com/subone/stella.htm>
 - Alfred Eisenstaedt, The Brooklyn Bridge
<http://www.afterimagegallery.com/brooklyneisen1.htm>
 - Harold Roth, The Brooklyn Bridge
<http://www.afterimagegallery.com/brooklynroth.htm>
 - John Marin, Brooklyn Bridge
http://www.metmuseum.org/Works_of_Art/viewOne.asp?dep=21&viewMode=0&item=49%2E70%2E105
 - Child Hassam, “A Winter Day on Brooklyn Bridge”
<http://www.jimloy.com/arts/hassam17.jpg>
 - Georgia O’Keeffe, Brooklyn Bridge
<http://images.google.com/images?q=okeeffe%20%2B%20brooklyn%20bridge&hl=en&lr=&sa=N&tab=wi>
- D.B. Steinmann poem, “Brooklyn Bridge: Nightfall”
<http://www.endex.com/gf/buildings/bbridge/bbpoetry/bbpoemsteinman.htm>
- Student copies of point of view templates

Model/Demonstration:

- Teacher motivates student by asking them to name a structure in New York City that is known and recognized by all. After a brief brainstorm, teacher displays several images of the Brooklyn Bridge in the classroom. Teacher asks students to describe the various images. Before revealing (or confirming) that these are images

of the Brooklyn Bridge, ask students if they can identify the image. Ask students whether or not anyone in the class has traveled over the bridge. If so, what did it feel like?

- Teacher explains that many visitors to New York City go to the Brooklyn Bridge. Ask students why they think tourists would go see the bridge.
- Remind students that a *point of view* is the way someone thinks about a person, a situation, or an event. To help students understand point of view, suggest that they consider how they feel about the times when the school day begins and ends. Have them use phrases such as *I think*, *in my opinion*, or *I believe*. Tell them that their feeling on the topic is their point of view.
- Teacher projects Walker Evans' photographs of the Brooklyn Bridge.
- Teacher analyzes the photographs with the students by asking the following questions:
 - What is the name of the art or literature you are interpreting?
 - What is the artist/writer's point of view? (where was s/he standing when picture was taken?)
 - What's important to the artist/writer? (what seems to interest him/her most about the bridge? Why?)
- Teacher charts student responses using graphic organizer on chart paper

Guided Practice:

- Teacher projects or distributes D.B. Steinman's poem *Brooklyn Bridge: Nightfall*
 - Note: display the poem in its entirety with the last stanza highlighted
- Teacher begins a discussion of the poem's last stanza
 - What is the bridge being compared to?
 - What is the poet's focus in the last stanza? The bridge? The surroundings?
- Teacher charts student responses on chart paper.
- Teacher determines/ensures student understanding that artists and writers often create with a particular point of view before continuing lesson.

Independent Exploration:

- Teacher organizes students in small groups to analyze selected images of the Brooklyn Bridge
- Teacher directs students to work as a group to discuss:
 - where the artist may have stood in order to do the painting or photograph
 - where s/he wants us to feel we are as we view the work
 - and what is the focus or interest of the artist
- Each group receives a graphic organizer to record their observations.

Differentiation:

- Student groups can conduct research and create a brochure for the Brooklyn Bridge that includes:
 - An explanation of how the bridge was built
 - A tribute to the immigrants who constructed the bridge.
 - An image of the Brooklyn Bridge
 - A poem about the Brooklyn Bridge (This could be a previously published poem or one written by a student)
 - A description of the role of the Brooklyn Bridge today.

- Top ten reasons to visit the Brooklyn Bridge.

Share/Closure:

- Students can share their contributions to the point of view chart.

Assessment:

- Students decide which image they would show to a newly arrived immigrant as the best representation of the bridge and explain why they made that choice.

Next steps: Students visit the Brooklyn Bridge.

Point of View Graphic Organizer (*with sample responses*)

Work of Art	Artist/Writer Point of View	What's Important to the Artist/Writer
Last stanza of <i>Brooklyn Bridge: Nightfall</i> By D.B. Steinman	The bridge is being compared to a poem stretching across the waters.	Steinman is interested in the city lights that can be seen from the bridge.
<i>Brooklyn Bridge: Theme on an Old Variation</i> by Joseph Stella	The artist seems to be standing on the walkway of the bridge, looking straight ahead.	Stella is interested in the lights of the bridge and the city; energy as the lights bounce around.

BROOKLYN BRIDGE: NIGHTFALL

By D. B. Steinman

(Steinman and his firm were in charge of the major rehabilitation of the Brooklyn Bridge in the mid 1900s.)

Against the city's gleaming spires,
Above the ships that ply the stream,
A bridge of haunting beauty stands –
Fulfillment of an artist's dream.

From deep beneath the tidal flow
Two granite towers proudly rise
To hold the pendent span aloft –
A harp against the sunset skies.

Each pylon frames, between its shafts,
Twin Gothic portals pierced with blue
And crowned with magic laced design
Of lines and curves that Euclid knew.

The silver strands that form the net
Are beaded with the stars of night
Lie jewelled dewdrops that adorn
A spiderweb in morning light.

Between the towers reaching high
A cradle for the stars is swung;
And from this soaring cable curve
A latticework of steel is hung.

Around the bridge in afterglow
The city's lights like fireflies gleam,
And eyes look up to see the span –
A poem stretched across the stream

AN ORAL HISTORY

Unit of Study/Theme: Growth and Expansion

Note: This lesson may span several days

Focus Question: What was the effect of immigration on the growth of New York City?

The Teaching Point: Students will learn how to research their own family histories.

Why/Purpose/Connection: This lesson provides students an opportunity to explore oral history as a type of primary source as they study their own cultural legacy.

Materials/Resources/Readings:

- Titles from the Trade Book Text Set:
 - *Coming to America: A Muslim Family's Story*
 - *Ellis Island*
 - *Ellis Island: New Hope in a New Land*
 - *Journey to Ellis Island*
 - *Life on the Lower East Side*
- Websites
 - <http://www.ellisland.org/STORY/story.asp>
 - <http://www.storycorps.net/listen/>
- Oral History handouts

Model/Demonstration:

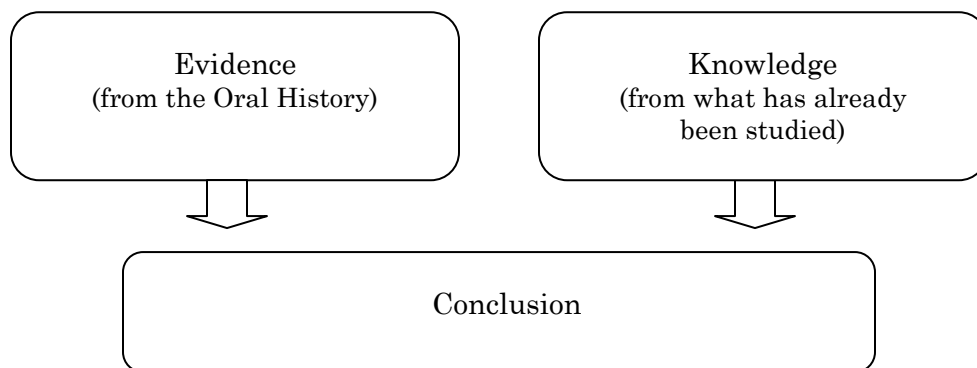
(Day 1)

- Motivation: Teacher asks students to think about what they will want their grandchildren and great grandchildren to know about them and what it was like to live in 2009. Teacher engages in a brief discussion with class.
- Teacher begins by sharing one of his or her own family stories. (Explain how the story was passed down.) Questions to use for think-aloud:
 - How do I know this story? I wasn't born yet. This event happened years before I was born and yet I know it as if it happened to me.
- Teacher asks the students to turn and talk for 2 minutes about what they would want their grandchildren to know about their family history.
- Teacher explains that one way to share a family story is to record it for the future.
- Teacher asks students if they know any stories about their family, or themselves from before they could remember.
- Teacher explains that these stories are examples of oral history, stories that have been passed down by word of mouth. Teacher explains that first-hand accounts are primary sources.
Teacher explains that historians recognize the importance of oral histories, and that the students will hear some examples before conducting their own research.

Guided Practice:

- Play Josephine Baldizzi's oral history audio file, online at the Tenement Museum, http://www.tenement.org/education_lessonplans.html.

- Teacher asks the students to listen for interesting details. Chart student observations.
- Students draw conclusions about Josephine Baldizzi's experiences as a new immigrant to New York City. Chart conclusions together.
 - Remind students that a conclusion is a general statement about an idea or an event. To draw a conclusion, you use evidence, or what you have learned. You also use knowledge, or what you already know.



- Student groups should develop a set of 10 questions to conduct their oral histories, keeping in mind the goal, to research a family's history in New York.

(Day 2-3)

Independent Exploration:

- Students can work individually to research their family history. Students will need to conduct their interviews at home.
- Students should visit oral history learning stations the teacher establishes in the classroom.
 - Station 1: Sample oral histories.
 - <http://memory.loc.gov/ammem/snhtml/snhome.html>
 - <http://www.ellisland.org/STORY/story.asp>
 - <http://www.storycorps.net/listen/>
 - Station 2: Examples of how individuals researched their families.
 - http://www.ellisland.org/immexp/wseix_2_3.asp?
 - Station 3: Using the text set, students complete a Venn diagram comparing immigration today to immigration 100 years ago.
 - Station 4: Compare your family's history to others who immigrated at the same time.
- Students use their research to complete one of the following activities to reflect their family's history.
 - Write a poem on their family's history.
 - Create a poster reflecting their family's history.
 - Retell their family story as a narrative.

Share/Closure: Students share their completed activity.

Assessment: Teacher evaluates learning station questions and final activity.

Oral History Learning Stations

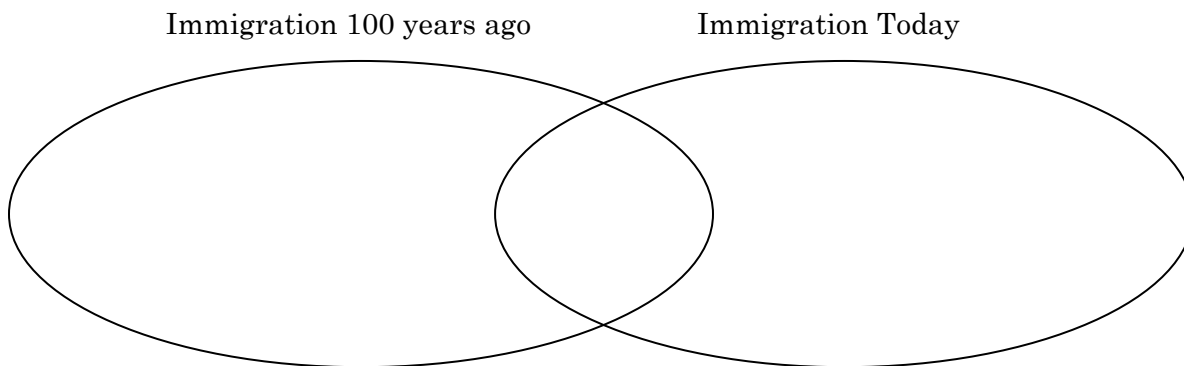
Station 1: Listen/Read Oral History

1. Who is talking?
2. Who is the interviewer?
3. What questions might the interviewer have asked?
4. What are they talking about?
5. Why is the oral history important and what did you learn from it?

Station 2: Compiling an Oral History.

1. Whose story did you read?
2. How did they compile their history?

Station 3: Venn Diagram



Station 4: Compare Your Family's History

- Visit the website, http://www.ellisland.org/immexp/wseix_4_3.asp?
 - Click on the time period that relates to your family story.
 - Compare and contrast the description with your family story.
1. How is my family's immigration similar to those of the same period?
 2. How is my family's immigration story different that those of the same period?

Name:

My Family Story: Interview Questions

Write down your interview questions. Use them to conduct your interview. If possible, record your interview. Then, transcribe your interview. Using a tape recorder or computer to record the interviewee's responses may be helpful. You may wish to include images or photos that illustrate the responses.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

THE MELTING POT?

Unit of Study/Theme: The Growth and Expansion of New York

Focus Question: What was the effect of immigration on the growth of New York City?

The Teaching Point:

- Students will evaluate whether they view New York City and America as a melting pot or as a mosaic.
- Students will analyze a metaphor and evaluate it for accuracy.

Why/Purpose/Connection:

- This lesson provides an opportunity to examine how important idea and cultural values illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Materials/Resources/Readings:

- Lyrics to the Schoolhouse Rock cartoon, *The Great American Melting Pot* <http://www.schoolhouserock.tv/Great.html>
- Cameras/Printers
- Markers/paper/magazines to cut from

Model/Demonstration:

- Motivation: Teacher asks students if the class would change if 10 new students were added tomorrow.
- Teacher asks follow up questions: How would it change? Would the new students bring any new ideas with them? Would it be a good thing or a bad thing? Why?
- Provide a copy of the lyrics to *The Great American Melting Pot*. Direct the students to read the text silently and to note a particular line that speaks to them.
- When all students have completed a silent reading of the text, the teacher reads the text aloud.
- Distribute several ingredients that are reflective of different ethnic dishes, e.g. salsa (Latin American), paprika (Hungarian), cocoa (Dutch), soy sauce (Asian), etc.
- Ask students to predict what these ingredients would taste like if they were all combined (melted) into one pot.
- Play the Schoolhouse Rock cartoon, *The Great American Melting Pot*.
- Teacher explains that the discussion will begin with every student having an opportunity to read a line from the text that is most important to him or her by taking a turn around the circle. If students do not want to share, they may simply say “pass,” when it is their turn.
- Designate a starting point on the circle and allow students to begin reciting their chosen line.
- When all students have taken a turn, the teacher says, “This text and cartoon show us that the greatest recipe is one that puts every immigrant’s home country into one pot. Is this the best way to describe America?”
- Students respond in the same manner as the reading of the lines, by taking turns saying yes, no or pass. *Note: Beginning a discussion like this is known as a whip.*

- Teacher then asks for students who responded yes, to explain. Then students who responded no, to explain.
- Teacher then facilitates discussion on the concept of America as a mosaic. Ask the students what might happen if you took many little pieces of ceramic, glass or crayon and formed a design, such as a mosaic. Would the result be more appealing than if you melted everything together in one pot?

Guided Practice:

- Teacher assigns students to groups, and asks student groups to decide which metaphor they believe more accurately reflects New York City. Students should use real life examples in their discussion and record them in their t-chart. (*Note to teacher: This lesson can be done in conjunction with a field trip to one of New York City's many ethnic enclaves, such as Chinatown. Students photograph examples of assimilation, or retention of cultures.*)

Independent Exploration:

- Student groups create a collage representing the image of the melting pot, or of a mosaic. Students may use drawings, new clippings, photographs, etc.

Share/Closure: Student groups display their posters demonstrating their opinion.

Assessment:

- Teacher monitors accountable talk and evaluates posters.

Next Steps:

- Students examine a particular ethnic group's history in New York City.

Is America a Melting Pot or a Mosaic?

Record examples of each based on your small group discussions.

Melting Pot	Mosaic

I believe America is a _____ because

_____.

The Great American Melting Pot<http://www.schoolhouserock.tv/Great.html>

My grandmother came from Russia
A satchel on her knee,
My grandfather had his father's cap
He brought from Italy.
They'd heard about a country
Where life might let them win,
They paid the fare to America
And there they melted in.

Lovely Lady Liberty
With her book of recipes
And the finest one she's got
Is the great American melting pot.
The great American melting pot.

America was founded by the English,
But also by the Germans, Dutch, and
French.
The principle still sticks;
Our heritage is mixed.
So any kid could be the president.

You simply melt right in,
It doesn't matter what your skin.
It doesn't matter where you're from,
Or your religion, you jump right in
To the great American melting pot.
The great American melting pot.
Ooh, what a stew, red, white, and
blue.

America was the New World
And Europe was the Old.
America was the land of hope,
Or so the legend told.
On steamboats by the millions,
In search of honest pay,
Those 19th-century immigrants sailed
To reach the U.S.A.

Lovely Lady Liberty
With her book of recipes
And the finest one she's got
Is the great American melting pot
The great American melting pot.
What good ingredients,
Liberty and immigrants.

They brought the country's customs,
Their language and their ways.
They filled the factories, tilled the soil,
Helped build the U.S.A.
Go on and ask your grandma,
Hear what she has to tell
How great to be an American
And something else as well.

Lovely Lady Liberty
With her book of recipes
And the finest one she's got
Is the great American melting pot
The great American melting pot.

The great American melting pot.
The great American melting pot.

FAMOUS IMMIGRANTS

Unit of Study/Theme Growth and Expansion

Focus Question: How have immigrants contributed to American culture?

The Teaching Point: Students will practice research skills as they create a resume for a famous immigrant.

Why/Purpose/Connection: This lesson provides an opportunity to examine how important idea and cultural values illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Materials/Resources/Readings:

- Websites:
 - <http://immigrationupdate.wordpress.com/famous-american-immigrants/>
 - www.biography.com
- Resume worksheet

Model/Demonstration:

- Motivation: Teacher displays photos of famous immigrants to America and asks class to think about what all of the people have in common.
- Teacher explains that student pairs will research an immigrant and create a resume highlighting important aspects of their life.
- Teacher models researching the life and contributions of Irving Berlin. (Discuss why Irving Berlin's contributions are important to American culture.)

Independent Exploration:

- Teacher assigns students an immigrant or allows pairs to choose an immigrant to research.
- Students conduct their research and record on their worksheet using websites or handouts provided by the teacher.

Differentiation:

- Extra Support: Ask students to fill in idea webs to note the contributions different immigrant groups have made to culture, recreation, food, and language in the United States.
- Challenge: Write a poem that celebrates the cultural contributions that immigrants have made to New York City.

Share/Closure: Teacher displays the resumes as a Wall of Fame and allows students to visit the wall to read about immigrants to America.

Assessment:

- Teacher evaluates resumes.

Next Steps:

- Students write a speech from the point of view of the immigrant they researched.

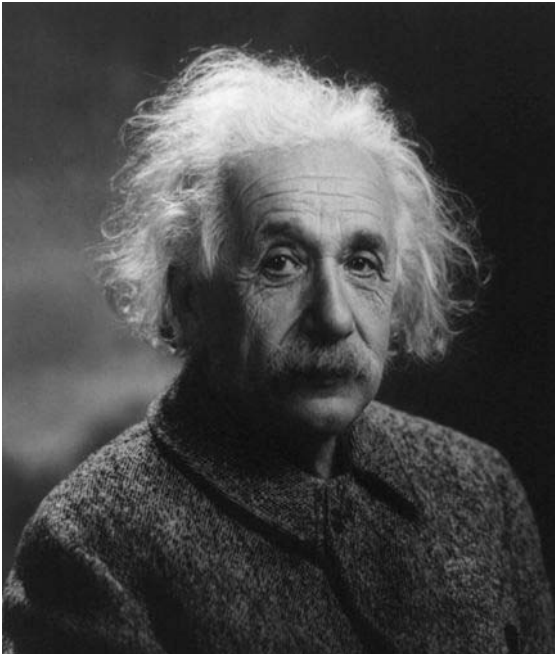
Famous Immigrant Resume

Provide as much information as possible.

Name	
Country of birth	
Country/State/City of residence	
Any other countries, states, cities where you may have resided	
Family	
Education	
Profession	
Skills	
Hobbies	
Accomplishments	
Awards/Honors	

Sources: _____

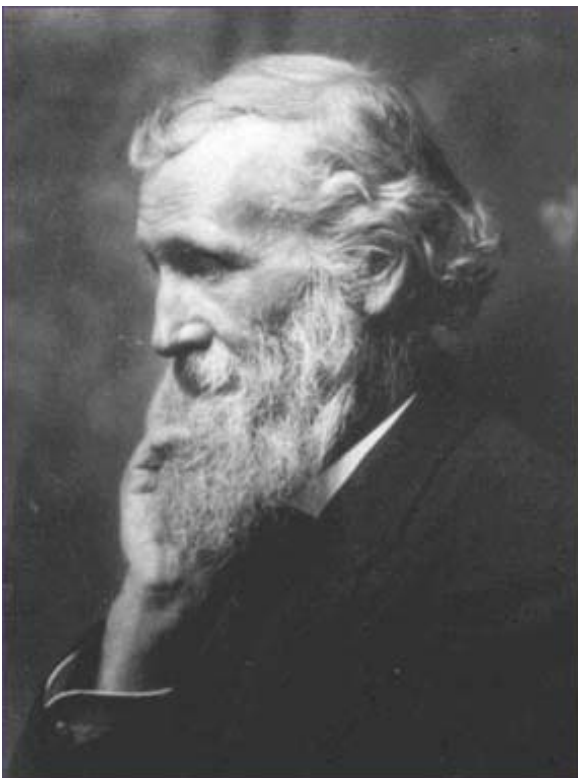
Albert Einstein



Eoh Ming Pei



John Muir



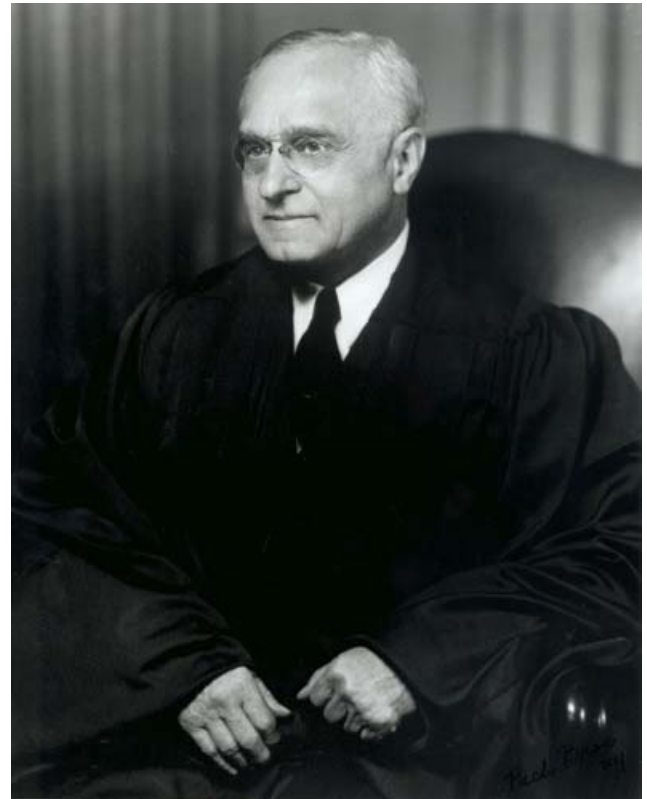
Madeline Albright



Joseph Pulitzer



Felix Frankfurter



Hakeem Olajuwon



Mother Jones



Irving Berlin



Ang Lee



WHAT DO WE SPEAK IN AMERICA?

Unit of Study/Theme: Growth and Expansion

Focus Question: How have immigrants contributed to American culture?

The Teaching Point:

- Students will recognize that many English words originated from other languages.

Why/Purpose/Connection: This lesson demonstrates how immigrants influence America's culture.

Materials/Resources/Readings:

- http://artsedge.kennedy-center.org/content/2316/2316_culturedreams_words.pdf
- Index cards prepared with words
- World Map

Model/Demonstration:

- Motivation: Teacher displays a large world map and asks students to recall some of the countries from where large numbers of people immigrated to America.
- Teacher points out that many of the countries have their own languages.
- Teacher asks students to name some languages that the immigrants spoke, or languages other than English that people in America speak today.
- Teacher asks students how they might feel if they couldn't speak the same language as the rest of the class. What could they do? Did anyone ever experience this? Teacher should recognize the sensitive nature of this question as some students in the class may be recent immigrants or English Language Learners.
- Teacher asks students how immigrants may have dealt with not knowing the language.
- Teacher explains that while many immigrants settled near others from their native country, they still had some interaction with other immigrants and other Americans. While immigrants learned about American life, American life was also affected by the immigrants.
- Teacher displays the following words (without the country of origin) and asks students what they are: tortilla (Spanish), chef (French), magazine (Arabic), hamburger (German).
- Teacher explains that these words originated with other languages. Have students guess where each word originated.
- Teacher explains that students will play a word game exploring the contributions of immigrants' native languages to the English language in America.

Differentiation:

- Extra Support: Assign student pairs words that appear in both their native language and in English. Ask students to draw pictures of these words to illustrate their meanings. Encourage students to share their pictures with the class.

Independent Exploration/Guided Practice:

- Students play word game using index cards that had been prepared by the teacher. Each group has a set of index cards with a word and its country of origin. One student provides clues about the word, while the rest of the group tries to guess what it is. Then the student provides clues as to the country of origin. When students have figured out the

word and country, the group places the card on the world map. Some examples include tote (Africa), canoe (Native American), zero (Arabic), cash (Chinese), pickle (Dutch), cinnamon (Hebrew), kindergarten (German). For more examples see, http://artsedge.kennedy-center.org/content/2316/2316_culturedreams_words.pdf.

Share/Closure: Teacher facilitates a discussion on how languages and cultures change and grow.

Next Steps: Students explore other aspects of American culture that have been impacted by immigrants, such as music, literature, and theater.

Creating a New Citizenship Test

Unit of Study/Theme: Growth and Expansion

Focus Question: What was the immigrant experience?

The Teaching Point:

- Students will examine what it means to be a good citizen and understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.

Why/Purpose/Connection: This lesson allows students to empathize with immigrants who faced many obstacles in their journey to America—in this case, facing a test to gain United States citizenship

Materials/Resources/Readings:

- Student copies of U.S. citizenship test
<http://cltr.co.douglas.nv.us/Elections/100QuestionTest.htm>

Model/Demonstration:

- Teacher motivates students by asking them: “What does it mean to be a citizen of the United States? What qualities should a citizen have? What should citizens do? What should citizens know? What rights do citizens have?”
- Teachers tells students that when immigrants choose to become citizens of the United States, it involves a very long and difficult process: It includes, but is not limited to the following steps:
 - Filling out an application form. The form asks the person about his or her background. The person also has his or her fingerprints taken.
 - Passing a strict medical examination
 - Residing in the United States for 5 years
 - Passing a citizenship test. The exam tests the person’s knowledge of US government and history
 - Appearing before a judge in court. The judge listens to the person’s reasons for wanting to become a US citizen and then decides if the person will be allowed to become a citizen.
- Display sample citizenship test questions. Ask students to read and answer the first question. Ask several additional questions from the sample citizenship questions. Inform the students that the U.S. government is considering changing the citizenship test to make it more difficult to become a citizen.

Individual Exploration:

- Students work in pairs to create a 15-question citizenship test with sample answers, if possible.
 - Note: Teacher should remind students that they will be asked to defend their choices
- Instruct the students not to repeat any of the questions that are currently on the test.
 - Note: Emphasize that students should avoid one-word answers or short answers
- Teacher confers with student pairs as they develop test questions

Share/Closure

- Student pairs share their questions and responses.
- Teacher asks students to explain their decisions as to why this particular question is important to being a citizen.

Assessment:

- This activity provides an authentic view of students' decision making skills and quality of questions/answers.

MULTICULTURAL COOKBOOK

“Everywhere immigrants have enriched and strengthened the fabric of American life.”

-John F. Kennedy

Ask the students to reflect on what President Kennedy meant. Discuss the metaphor, “fabric of American life.” Explain that the class will explore how immigrants have enriched America’s cuisine. Ask the students: “What is your favorite food? Why? What country is it from?” Brainstorm some of the things that students normally have for dinner. Determine the country of origin for the meals.

Discuss “What dishes are American? What dishes have we adopted?”

Distribute recipe template and ask students to complete them at home with the assistance of a parent. The recipe should be from their background, or one their family has adopted from another background. Students can enrich their recipes with a photograph or by creating an image to represent the recipe.

Compile the recipes, narratives, and images into a class cookbook. The cookbook may include a map with a key designating the origin of the recipes.



Country of Origin: _____

[illegible][illegible][illegible]

WELCOME TO NEW YORK CITY!

Design an Immigrant Survival Guide.

The U.S. Government provides a Guide for New Immigrants in the United States. In it new immigrants can find helpful information like How To Find a Place To Live, How To Get a Job, How to Pay Your Taxes, etc.

Create a similar guide for immigrants to New York City between 1840-1920

- What do you think would be important for the new immigrants to know?
- List the 5 most important categories or questions and let the categories serve as a structure for the guide you will create for the new immigrants. Call it the Guide for New Immigrants to New York City or What Every New Immigrant Needs to Know About New York City, or think of your own title.

Things to include:

- The guide should provide answers to questions you think new immigrants would have
- The guide should provide resources or places to go for help in various situations
- The guide should consider needs of families
- This guide should warn new immigrants of things for which they need to be careful

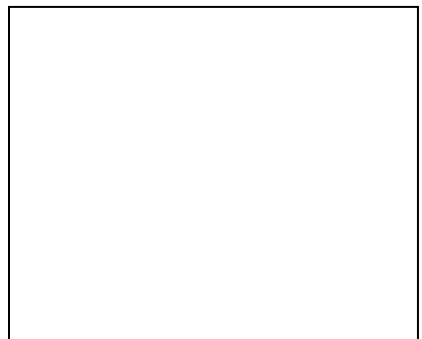
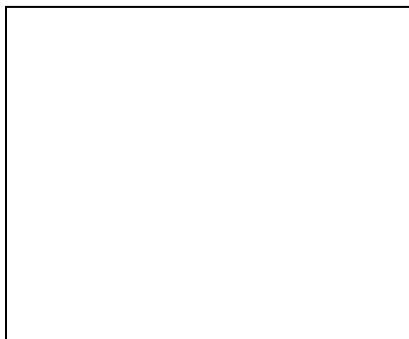
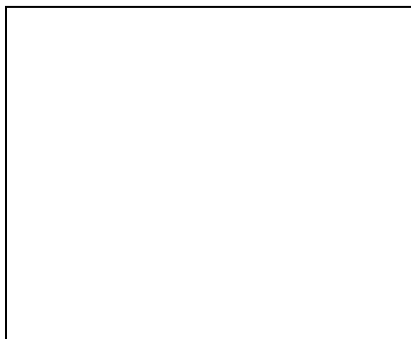


DESIGN A POSTAGE STAMP

Source: Wikipedia (U.S. postage stamp commemorating the vast Irish immigration to North America.)

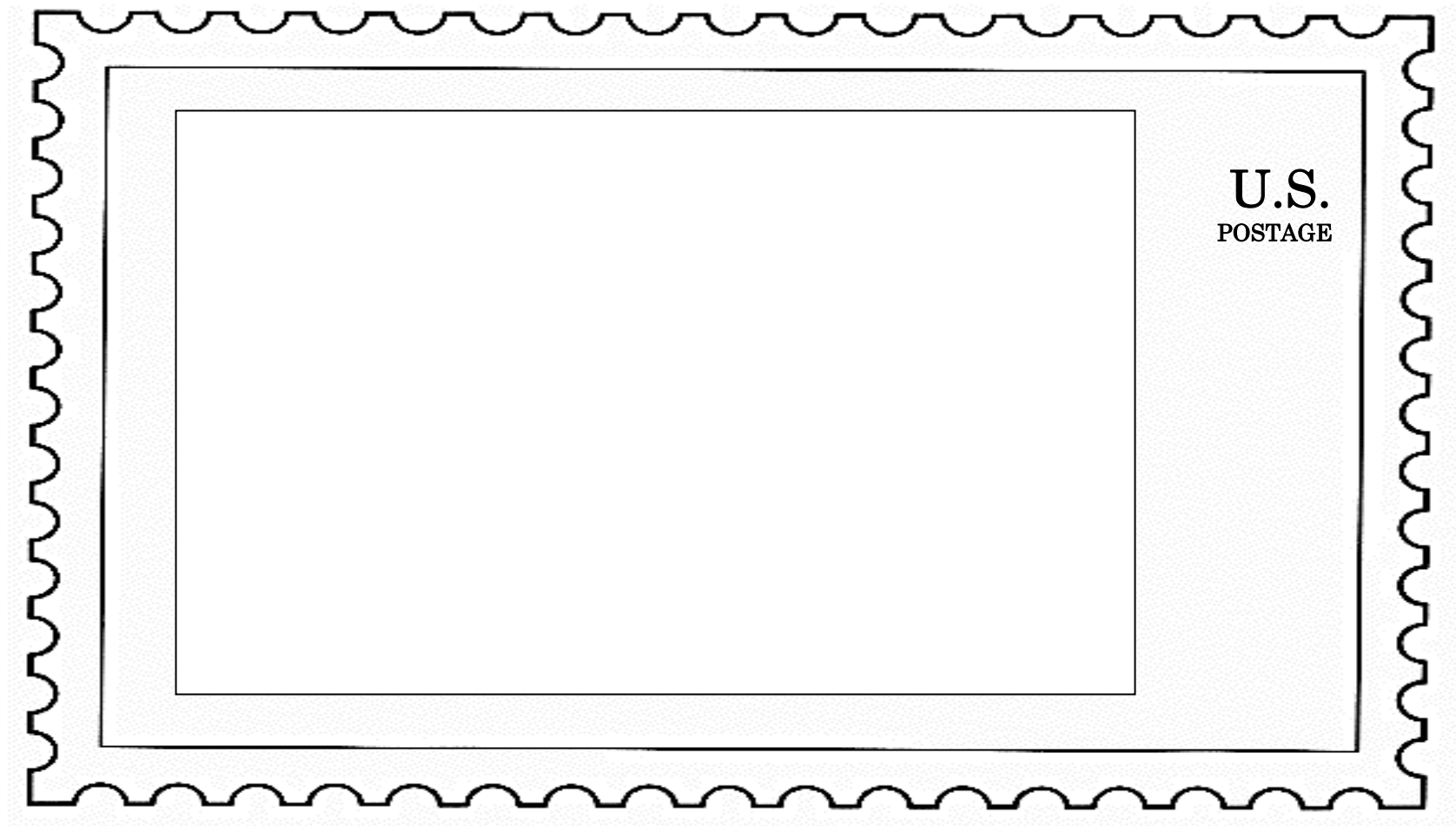
Select a group of immigrants to research. Examples: the Italians, Germans, Polish, Russians, Swedish, Spanish, Hungarian, etc. Find out all you can about reasons this group emigrated, conditions of their journey to America, what life was like when they arrived in New York City, and the impact their culture had on American society.

Create a series of quick thumbnail sketches that illustrate various aspects of their voyage or settlement.



COMMEMORATIVE POSTAGE STAMP

Select your favorite sketch to make into a postage stamp that honors the group of immigrants you researched. Enlarge your design on the attached Postage Stamp template. Add detail, text and color. Find out how an artist's design actually becomes a postage stamp!



PUTTING IT ALL TOGETHER

As professionals we recognize that social studies education provides students with knowledge and skills that are necessary for participation as active and informed citizens of the United States and the world. Though we hope our students will see that the lessons learned in social studies have significance to them, and to contemporary society, we must go further and nurture these connections with intentionality. The understandings, insight, content and concepts acquired as the result of the lessons, discussions, activities and projects need to be understood within the framework of the classroom *and* the greater communities of which the student is a member.

In order for our students to be able to apply their knowledge and skills in the “real world,” they must be able to make the connections between what they are learning in the classroom and life outside of school.

We can help foster these connections in many ways. We suggest that at the end of each unit students engage in thoughtful discourse and activities that seek to affirm meta-cognition and the relevance of what they have learned. Encourage students to ask the bigger questions and raise the important issues that push their in-school learning toward meaning and purpose in the real world.

The following activities could serve as a reflective summary for the unit, Growth and Expansion, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

Expanding Westward

During this unit, the nation expanded westward with the construction of the Erie Canal and then with the construction of the railroad. In what ways is the U.S. still expanding? Are there any new frontiers left to explore?

Human Rights

Suffragists and Abolitionists worked to ensure equal rights for women and African-Americans. Are there people today who still do not have equal rights in America or in the larger world community? What is being done for them? What could you do?

Immigration

America has always been a land of immigrants. To this day, people from around the world hope to immigrate to America to start a new life. What kind of policies should the government have toward immigrants?

Field Trips for Growth and ExpansionLocationExhibits and Programs

African Burial Ground National Monument
290 Broadway, Manhattan
<http://www.nps.gov/afbg>

Brooklyn Museum
200 Eastern Parkway, Brooklyn
www.brooklynmuseum.org

Ellis Island and Statue of Liberty
<http://ellisland.org>
<http://statueofliberty.org>

Hudson River Park
353 West Street, Manhattan
<http://www.hudsonriverpark.org/education/fiel>
dtrips.asp

Museum of Chinese in America
215 Centre Street, Manhattan
<http://www.mocanyc.org/>

Museum of the City of New York
1220 5th Avenue, Manhattan
<http://www.mcny.org/>

Museum of Jewish Heritage
36 Battery Place, Manhattan
<http://www.mjhnyc.org>

New York Transit Museum
130 Livingston Street, Brooklyn
<http://www.mta.info/mta/museum/index.html>

Schomburg Center
515 Malcolm X Blvd , Manhattan
<http://www.nypl.org/research/sc/sc.html>

Tenement Museum
108 Orchard St, Manhattan
<http://www.tenement.org>

American Identities: A New Look

Changing Waterfront

New York City Photographs, Prints, and
Drawings

V.

Additional Resources

Red Star Line

Inspection Card (Immigrants and Non-Registered Passengers)

Current No. **X 691 - 720** **29**

Name of ship, **9 NOV. 1912**

from Antwerp,

Name of Immigrant, *Lina Miska Mische*

Last residence,

Inspected and passed at Antwerp

Passed at quarantine, port of Passed by Immigration Bureau,

U. S. port of

(Date) (Date)

L. BRES
MÉDECIN PRINCIPAL
00208
COMMISSION D'INSPECTION
DES ÉMIGRANTS

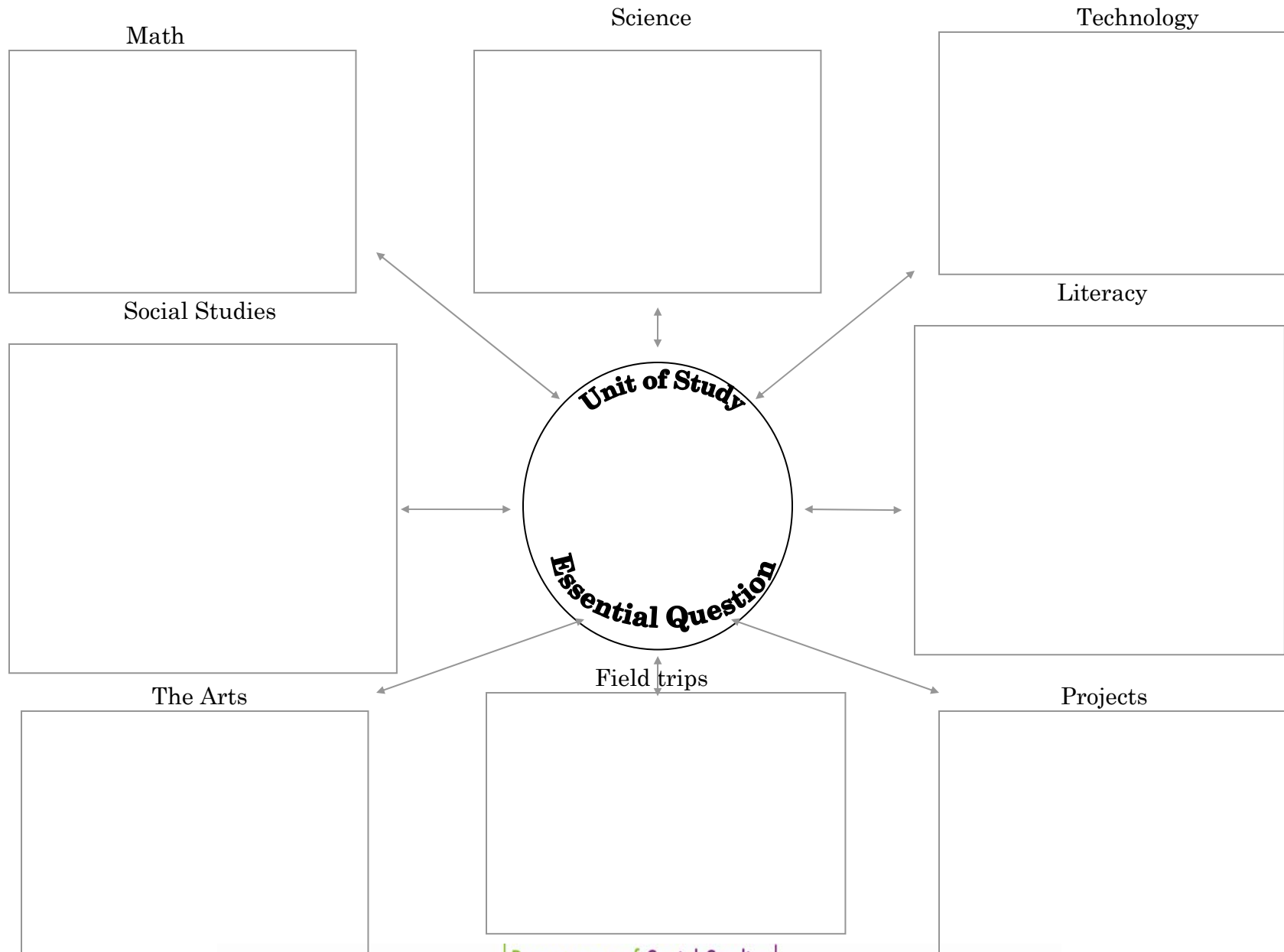
(The following to be filled in by ship's surgeon or agent prior to or after embarkation.)

Ship's list or manifest, No. on ship's list or manifest,

Berth No.	Steamship Inspection	1st day	2	3	4	5	6	7	8	9	10	11	12	13	14	To be passed by ship's surgeon at daily inspection

Ellis Island Inspection Card, 1912

BRAINSTORM WEB TEMPLATE



ESSENTIAL QUESTION

--

Content/Academic Vocabulary (sample)

--

Focus Questions



--

**Student Outcomes**

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

--

INTERDISCIPLINARY PLANNING TEMPLATE

Focus Question					
Social Studies					
Reading connected to the Social Studies curriculum					
Writing Connected to the Social Studies Curriculum					
Math					
Technology					
Arts					
Science					

LESSON PLAN STRUCTURE**Unit of Study/Theme** _____**Date** _____**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

TEXT SELECTION PLANNER**Text Title:** _____ **Author:** _____**Text Genre:** _____

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

-
-
-

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

-
-
-

ELA Outcomes: What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

-
-
-

What will students do to interpret this text (read and discuss, high-light, take notes, complete graphic organizer, etc.)?

-

THINKING ABOUT TEXT TEMPLATE

Your Name: _____

Name of text: _____

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

THINKING ABOUT IMAGES TEMPLATE

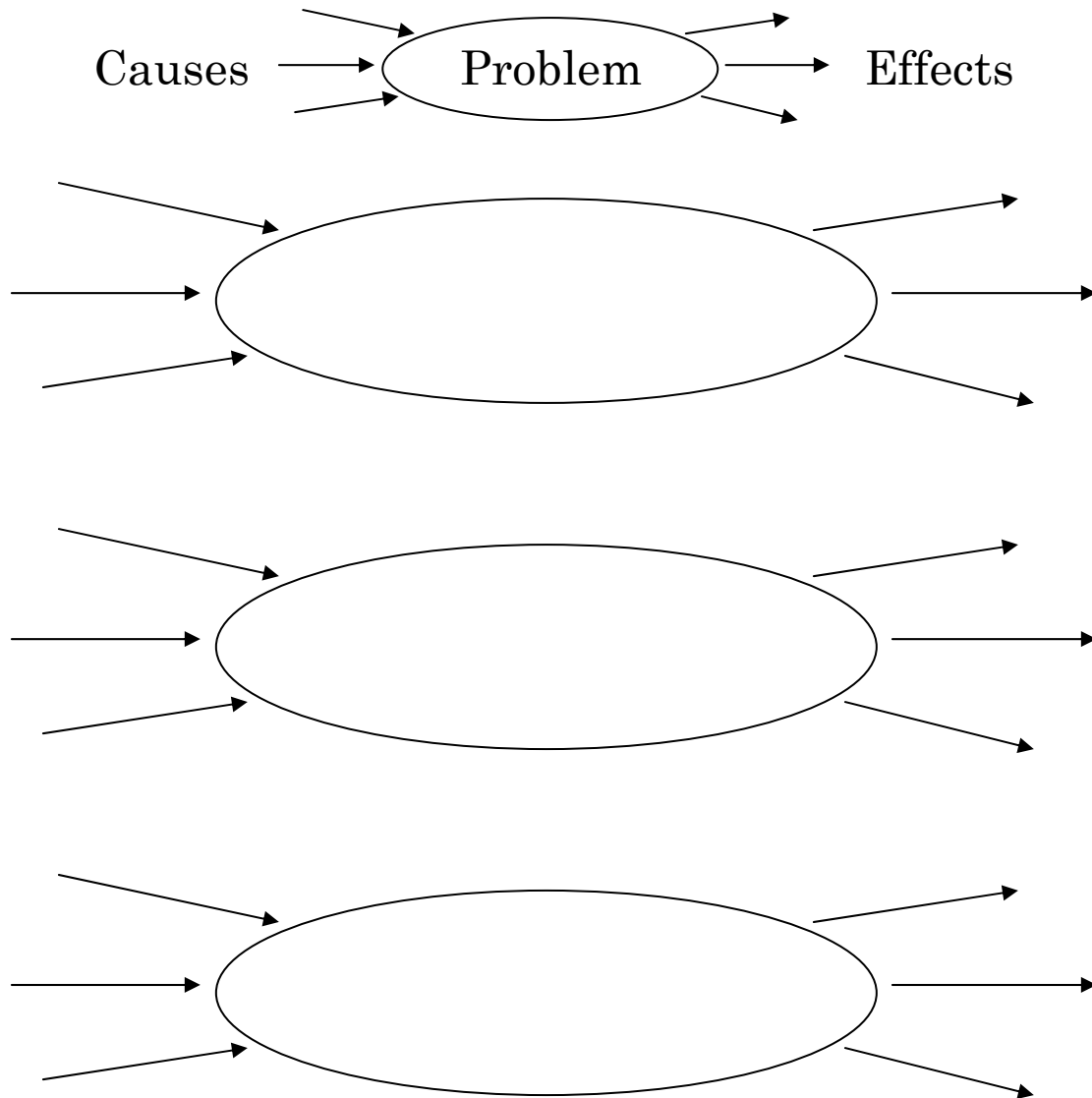
Your Name: _____

Name of image: _____

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

CAUSE-EFFECT TEMPLATE

NOTE-TAKING TEMPLATE**Chapter Title:** _____**Big Idea:**

Using only 2 to 3 sentences, tell what the chapter/section is about.

What I Learned (Details):

-
-
-
-
-
-
-
-
-

WHAT DOES IT MEAN TO SUMMARIZE?

Name _____ Date _____

Text _____

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

WHAT'S THE POINT?
LOOKING FOR THE MAIN IDEA

Name _____

Text _____

As I read, I note the following:

1) _____

2) _____

3) _____

4) _____

To sum up points 1-4, I think that this text is mostly about...

PARAPHRASE ACTIVITY SHEET

Name _____ Date _____

Text _____

The Actual Text Reads...	In My Own Words...

Name _____ Date _____

Text _____

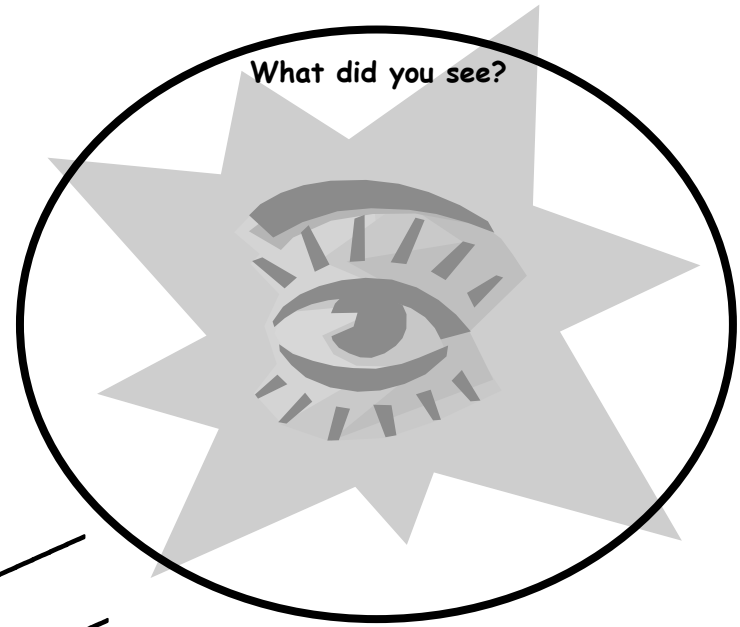
What I think	Evidence
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

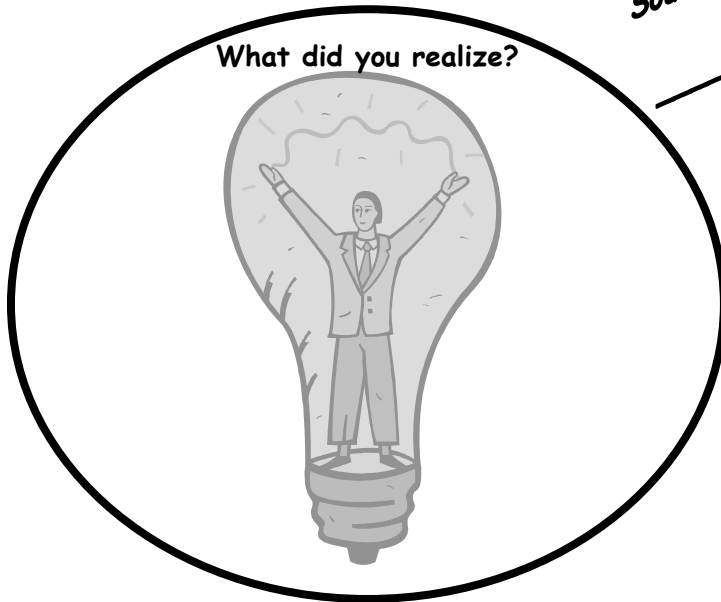


What did you see?

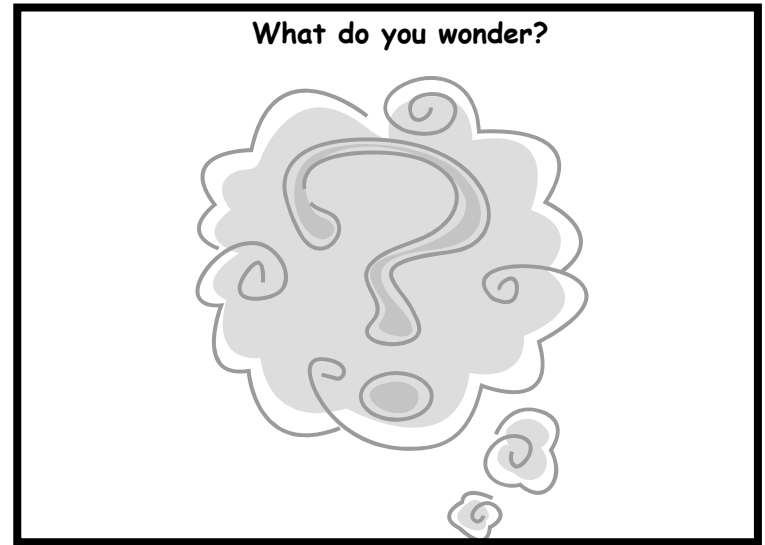


Source:

What did you realize?



What do you wonder?



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